DOCUMENT RESUME

ED 051 522 CG 006 454

TITLE	Characteristics of High School Seniors as Related to College Attending Behavior. Pilot Project to Develop a Diagnostic Technique for High School Counselors.
INSTITUTION	New York State Education Dept., Albany. Bureau of Occupational Education Research.
PUB DATE	70
NOTE	104p.
AVAILABLE FROM	New York State ERIC Service, Room 468 EBA, State Education Department, Albany, New York 12224 (Microfiche available to educators at no cost)
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	*College Attendance, *College Bound Students, College Planning, *Counseling, Counseling Effectiveness, Counseling Services, *Counselor Performance, Counselors, High School Students, *Models, Noncollege Preparatory Students, Secondary School Students
IDENTIFIERS	College Image Scale, Edwards Personal Preference Schedule, New York Regents Scholarship Examination

ABSTRACT

This study attempts to identify characteristics of college attenders as contrasted with nonattenders through the use of four carefully selected measurement instruments: (1) the Edwards Personal Preference Schedule (EPPS); (2) the College Image Scale (CIS); (3) the Senior Survey Questionnaire; and (4) the Regents Scholarship Examination. These instruments were selected because they either required no individual administration, scheduled test period, or minitored facility, or because in the case of the Regent's examination its annual en masse administration in most New York state schools. The author was seeking a model which would not add appreciably to the work of counselors. Numerous differences were found between attenders and nonattenders using the selected instruments. The author suggests that counselors administer those sections of the EPPS and CIS which measure the discriminating variables. It is concluded that this project has clearly suggested a model which may be of use to counselors in giving needed individual attention through expedient time utilization. (TL)

ED051522

CHARACTERISTICS OF HIGH SCHOOL SENIORS AS RELATED TO COLLEGE ATTENDING BEHAVIOR

Pilot Project

To Develop A Diagnostic Technique for High School Counselors

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Occupational Education Research
Albany, New York 12224

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CG 006 454

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University
(with years when terms expire)

1984	Joseph W. McGovern, A.B., LL.B., L.H.D., LL.D., D.C.L., Chancellor	New York
1985	Everett J. Penny, B.C.S., D.C.S., Vice Chancellor	White Plains
1978	Alexander J. Allan, Jr., LL.D., Litt.D.	Troy
1973	Charles W. Millard, Jr., A.B., LL.D., L.H.D.	Buffalo
1972	Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., H.H.D.	Purchase
1975	Edward M. M. Warburg, B.S., L.H.D.	New York
1977	Joseph T. King, LL.B.	Queens
1974	Joseph C. Indelicato, M.D.	Brooklyn
1976	Mrs. Helen B. Power, A.B., Litt.D., L.H.D. LL.D.	Rochester
1979	Francis W. McGinley, B.S., LL.B., LL.D.	Glens Falls
1980	Max J. Rubin, LL.B., L.H.D.	New York
1986	Kenneth B. Clark, A.B., M.S., Ph.D., Litt.D.	Hastings on Hudson
1982	Stephen K. Bailey, A.B., B.A., M.A., Ph.D., LL.D.	Syracuse
1983	Harold E. Newcomb, B.A.	Owego
1981	Theodore M. Black, A.B.	Sands Point

ED035153

President of the University and Commissioner of Education
Ewald B. Nyquist

Executive Deputy Commissioner of Education
Gordon M. Ambach

Associate Commissioner for Instructional Services
Philip B. Langworthy

Associate Commissioner for Research and Evaluation
Lorne H. Woollatt

Assistant Commissioner for Research and Evaluation
William D. Firman

Assistant Commissioner for Occupational Education
Robert S. Seckendorf

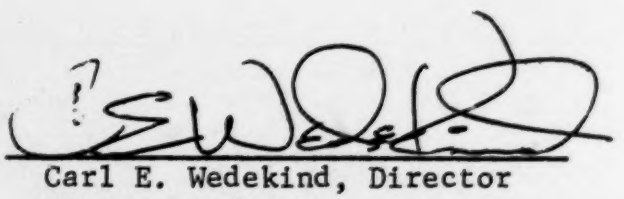
Director, Division of Research
Carl E. Wedekind

Chief, Bureau of Occupational Education Research
Louis A. Cohen

FOREWORD

This study is a smaller substudy of work which was begun when Miss G. Geraldine Dickson was a Research Assistant with the Bureau of Research in Higher and Professional Education. Miss Dickson has since become a Research Associate with the Bureau of Occupational Education Research, but as a result of her interest and drive was able to complete this study in spite of the demands of her new position. We are grateful that this contribution to the field was not lost.

Further thanks are due to Louis A. Cohen for his support and advice in the completion of this project.



Carl E. Wedekind, Director
Division of Research

PREFACE

During the 1967-68 school year, a major study entitled A Longitudinal Study of the Barriers Affecting the Pursuit of Higher Education by New York State High School Seniors: Phase I,[1] was initiated by the Bureau of Research in Higher and Professional Education. A comprehensive review of the literature pertaining to this subject may be found in the report of the aforementioned study.

Members of the research team, namely, Helen Bickel Wolfe, Associate; G. Geraldine Dickson, Assistant; William Powhida, Aide, were responsible for the development of instruments and communications necessary for the collection of appropriate data.

The study presented here was an "off-shoot," substudy, or indepth investigation into one phase of the primary research project--the development of a model for a technique, useful to counselors, to readily identify areas in which students need more information and guidance.

The purpose of this study was to add another dimension to the information gathered by the major longitudinal survey. It is suggested that the reader refer to the findings of the parent study prior to experimentation with the technique described herein.

Special thanks are due to Carl E. Wedekind, Director of the Division of Research, for his encouragement and support of this project.

The author would like to express her deep gratitude for the able statistical assistance rendered by R. Lloyd Murdock.

A special acknowledgement is made to the administrators, the school consultants, and the participating seniors for their invaluable service and cooperation.

[1]Phase II anticipated publication date January 1971.

TABLE OF CONTENTS

Chapter		Page
I	Introduction	1
II	Methods and Procedures	8
III	Analysis of the Data	16
IV	Conclusions	36
V	Discussion and Recommendations	39
	Bibliography	42
	Appendixes	
	A Senior Survey Questionnaire	47
	B Selected Senior Survey Results for Males	58
	C Selected Senior Survey Results for Females	63
	D College Image Scale Questionnaire	68
	E College Image Scale Scoring Key	76
	F Student Followup Questionnaire	83
	G College Followup Questionnaire	87
	H State University of New York Admission Examination	89
	I The Hollingshead Two Factor Index of Social Position	90
	J Definitions of the Variable Measured By the Edwards Personal Preference Schedule	91
	K Definitions of the Variable Measured By the College Image Scale	96

List of Tables

Table		Page
1	Sample Composition Designated by School, Sex, and Group	9
2	Participating Seniors According to School, Sex, and Group	10
3	College Image "t" Values Differentiating Male Attenders from Male Nonattenders	17
4	College Image "t" Values Differentiating Female Attenders from Female Nonattenders	18
5	Aptitude and Achievement "t" Values for Male-Female Attenders and Nonattenders	20
6	Ranked Male-Female "t" Values for the Edwards Personal Preference Schedule Variables	21
7	Social Position "t" Values for Male-Female Attenders and Nonattenders	22
8	Difference Between College and Noncollege Males as to Percent Answering Senior Survey Questions as to Prior Prediction	24
9	Difference Between College and Noncollege Females as to Percent Answering Senior Survey Questions as to Prior Prediction	26
10	Male Nonattender's Occupational Status as Reported the Fall Following High School Graduation	31

Table		Page
11	Female Nonattender's Occupational Status as Reported the Fall Following High School Graduation	32
12	Ranked Correlations of Significant Discriminators by Sex	33
13	Partial Regression Coefficients	34

I. INTRODUCTION

The question of student group identities and characteristics has been under careful and frequent investigation for the past decade. The description of the college or university student has been undertaken more extensively than that of any other group. Erikson (1959, 1963) and Sanford (1962) forged the way with research on the problem of identity; status, personality, and environment were the phenomena of the concentrated studies by Robert Pace (1966). The major or key words in all of these studies seems to be "identifying characteristics" when related to the particular group or sample studied.

The emphasis on studies pertaining to higher education has shifted drastically since 1960. Educators are now concerned with the high school or college dropout and the waste of talent and opportunities for the development of manpower resources by many young people who have the ability to pursue higher education successfully, but do not elect to do so.

The President's Committee on Education Beyond the High School (1957) dwelled specifically on the problem: "Why some capable students do not continue their education after high school." In 1961, the Beezer and Hyilm study reported:

> There is a need to create new programs, and to expand the scope of those already in existence, to identify and motivate promising students who are not likely to attend college.

School psychologists, principals, parents, admission officers, counselors, and those interested in the enrichment and development of our country's natural human resources have expressed the need for information and programs designed to increase the flow of the academically capable students from high school to college.

Researchers have responded to the call of government and education. National studies have been conducted, as well as instituted, by the states of Arkansas, Indiana, and Wisconsin in search of programs designed to increase this flow of the academically capable.

This study was an attempt to identify the characteristics of college attenders as opposed to nonattenders: to distinguish between the two and thus enable the counselors to help the potential nonattenders who can be identified. The problem, do college attenders possess the same characteristics as nonattenders, was investigated in an effort to contribute useful information to aid the counselor and the educator to understand and stimulate students toward the goal of greatest possible intellectual, social, and economic fulfillment. The specific aim of the study was to yield information concerning New York State youth who have not availed themselves of the college experience. The results will be a step toward the development of a useful tool for the educators, the counselors, the psychologists, the sociologists, the lawmakers, and all others who follow the creed of the New York State University motto: "Let Each Become All That He Is Capable of Being."

It is recognized that this study will be only the initial investigation into this technique development area. The findings of this study will have to be validated by duplication making use of a much larger and broader base of sampling. Its findings will have to be tested through experimentation and implementation by counselors in school systems. All of these are recognized by the author, and once again, it is expressed that this is primarily the pilot study which will need a larger indepth followup study in order to yield useful results. Hence, it is a beginning point in the development of a technique and the results are of limited immediate usefulness.

DEFINITION OF TERMS AS USED IN THIS STUDY:

College-- The term college, as used in this study, refers to any institution which offers an associate or baccalaureate degree. The term college incorporates the university, as well as the 2-year institution. It includes all accredited institutions offering a program leading to a recognized degree.

College Attenders-- This term applies to those students who are enrolled and actively engaged in full-time studies leading to a degree in the fall semester following high school graduation.

College Nonattenders-- This term is used in reference to those students who are not engaged in full-time studies leading to a degree in the fall semester following high school graudation.

OBJECTIVES:

The major objectives of the study were:

1. To study the relationship of college attendance in the State of New York to scholastic aptitude and achievement (as measured by the Regents Scholarship Examination or State University Admissions Examination), college image (as measured by the College Image Scale developed by Bailey and his associates in 1966 at West Virginia University), attitude (as measured by the Edwards Personal Preference Schedule), and socioeconomic cultural factors (as reported on the Senior Survey Questionnaire) of selected graduating seniors. The

review of literature shows that some of these variables have been related to college attendance in other studies.

2. To identify the characteristics of college attenders as opposed to nonattenders; to distinguish between the two and thus to enable counselors to group the potential nonattenders who can be identified.
3. To examine the interrelationships among the variables used in the study; to ascertain which variables or groups of variables measure the same characteristic.

Questions:

In order to meet the objectives listed above, the answers to the following questions were sought through the analysis of the data:

1. Do high school seniors who enter college the following fall demonstrate significantly different ($p > .01$) scores than those who do not enter college in the fall on:
    1) The Regents Scholarship Examination?
    2) The College Image Scale?
    3) The Edwards Personal Preference Schedule?
2. Do the social and family demographic factors in the backgrounds of students relate to their attending college or not attending?
3. Do the same characteristics describe both the male and the female college attender?
4. Are goals which are expressed prior to high school graduation implemented?
5. Can the plans of peers be related to college attendance or nonattendance?

6. Is parental academic achievement related to college attendance or nonattendance?
    a. Is the educational level achieved by the mother related to probable college attendance or non-attendance?
    b. Is the educational level achieved by the father related to probable college attendance or non-attendance?
7. Which variable(s) discriminate(s) most highly between the college attender and nonattender?
8. Can a method be suggested to help counselors "predict" which senior high school students are most likely to attend or not attend college?

REVIEW OF LITERATURE:

> If your plan is for one year, plant rice;
> for ten years, plant trees;
> for a hundred years, educate men. ---Confucius

The American public has come to realize the urgent need and demand for increased numbers of college-trained personnel. Emphasis on the support for higher education is greater today than ever before in history (Stroup 1959, Smith 1960, Beezer 1961). The problems of students in institutions of higher learning are under constant scrutiny and research (Jacob 1957, Pace 1966, Sanford 1962). Although large numbers of capable high school students are annually being attracted to our colleges and universities, there are many academically endowed youth who do not continue their education beyond the secondary level (Beezer 1961, West 1963). The problem of the dropout, the waste or underutilization of human talents has borne extensive investigation (Wright 1959, Bridgman 1959).

For at least 35 years, there has been an awareness of the need for a program of research which would yield factual information about the nature and distribution of human talents and how to assist individuals to identify, develop, and use them. In recent years, great intellectual effort and high financial expenditures have been expanded to discover the causes for the lack of development in that portion of society which is obviously talented and academically capable of going on to college but does not (Flanagan 1964).

Donald S. Bridgman's study (1959), which was supported by the National Science Foundation, concluded that the successful college attender was one who planned to seek higher education immediately after graduation. He states:

> It appears possible to regard the full-time college entrants except for those with intervening military service, as a group which in general, goes from high school to college without interruption.

Bailey's (1966) investigation entitled Characteristics of High School Seniors as Related to Subsequent College Attendance studied the youth of the Appalachian Region of West Virginia.

A sample of 1,698 high school seniors, representative of the area, was used for the study. A battery of tests (the Scholastic College Ability Test (SCAT), McClelland's Need Achievement Test, and the College Image Scale) was administered. The following fall, a followup of the students was conducted to identify those who went to college. Results showed that "...the most-likely variable to be changed is college expectations." The author emphasized this by reporting that "...it seems evident that College Expectation is the only major variable that we can alter, which will make a difference in terms of our predicting whether or not one will be in the group of those who will attend college."

McAvoy (1966) did a related study based on the research findings of Bailey (1966) for the purpose of analyzing the extent to which high school graduates of varying social-economic levels who went to college differ from their peers in regard to trait, motivation, and perceptual variables of personality. McAvoy found that: (1) subjects from the upper socioeconomic level differed from the noncollege subjects in achievement only; (2) middle socioeconomic level college subjects differed from noncollege subjects in achievement, motivation, academic self-concept, and college perception; (3) lower-socioeconomic college subjects differed from noncollege subjects in academic self-concept and their perception of college, and the belief of the costs of attending college; (4) upper and lower-socioeconomic level attenders differed from each other in academic self-concept and perception of college life. (They were similar on all other variables.)

One major conclusion of the author was that the findings implied: "...that going to college is related directly to personality variables and not to economic factors."

West (1963) stated that financial aid is a major factor in college attendance by the able, and expressed his agreement with the establishment of Federal aid to students. Studies by Smith, Mathany, and Mills (1960) supported the opposing position that cultural and motivational factors were more important than family finances in relation to college attendance. Their research has also shown that college attendance is most heavily dependent on ability and academic achievement.

Additional sources of reference research are reported in The New York State Education Department's publication, A Longitudinal Study of the Barriers Affecting the Pursuit of Higher Education by New York State High School Seniors: Phase I.

II. METHODS AND PROCEDURES

POPULATION:

The population for this study was New York State seniors from selected schools, who were designated for June 1968 graduation and were attending publicly supported schools.

SAMPLE SELECTION:

The study sample was selected by the process known as "incidental sampling." Incidental sampling, as defined by Garrett (1966), is that technique that "...is applied to those groups which are used chiefly because they are easily or readily obtainable."

The initial sample of seniors was made in the following manner: (1) all seniors from the selected schools were eligible to be tested on all variables, (2) the fall followup information further defined the sample by supplying the data as to who was in attendance at college and who was not. The sample was then broken into two parts (groups): (a) those who attend college and (b) those who do not attend college.

It was further segmented by sex. The four groups studied were male attenders, male nonattenders, female attenders, and female nonattenders.

Three hundred and fifty-eight seniors were initially tested. Upon completion of the fall followup, 340 seniors were designated as acceptable subjects for the study, i.e., data on all 25 variables were available along with group designation information. This 95 percent of the original sample is the basis of all analyses.

Table 1

Sample Composition Designated by School, Sex, and Group

School Number	Attenders				Nonattenders				Unclassified*				Total	
	Male		Female		Male		Female		Male		Female			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	11	28.2	21	53.8	2	5.1	5	12.8	0	0	0	0	39	99.9
2	6	20.7	3	10.3	7	24.1	13	44.8	0	0	0	0	29	99.9
3	33	30.3	17	15.6	17	15.6	32	29.4	5	4.6	5	4.6	109	100.1
4	5	19.2	3	11.6	8	30.7	9	34.6	1	4.0	0	0	26	100.1
5	33	32.7	24	23.8	19	18.8	21	20.8	2	2.0	2	2.0	101	100.1
6	6	13.3	10	22.2	7	15.6	19	42.2	2	4.4	1	2.2	45	99.9
7	5	55.6	3	33.3	0	0	1	11.1	0	0	0	0	9	100.0
Total Groups	99		81		60		100		10		8		358	

*Unclassified--incomplete data could not be used in study.

SAMPLE DESCRIPTION:

The sample of 340 high school seniors (159 boys and 181 girls, (class of 1968) was taken from seven high schools dispersed throughout New York State. Graduating classes ranged in size from 25 to 220 and were located in areas whose population ranged from 964 to 130,000.

Each of the seven schools and the communities in which these schools are located are described to allow the reader to draw his own conclusions as to the population to which the reported findings can be generalized.

All seniors and school administrators were guaranteed complete anonymity when approached to participate in the study. Therefore, the schools shall be designated only by the use of arabic numbers to facilitate discussion.

Table 2

Participating Seniors* According to School, Sex, and Group

School Number	Attenders				Nonattenders				Total Subjects	% of Grand Total
	Male		Female		Male		Female			
	Group A		Group B		Group C		Group D			
	N	%	N	%	N	%	N	%		
1	11	11.1	21	25.9	2	3.3	5	5.0	39	11.5
2	6	6.1	3	3.7	7	11.7	13	13.0	29	8.5
3	33	33.3	17	21.0	17	28.3	32	32.0	99	29.1
4	5	5.1	3	3.7	8	13.3	9	9.0	25	7.4
5	33	33.3	24	29.6	19	31.7	21	21.0	97	28.5
6	6	6.1	10	12.3	7	11.7	19	19.0	42	12.4
7	5	5.1	3	3.7	0	0	1	1.0	9	2.6
Total	99	100.0	81	99.9	60	100.0	100	100.0	340	100.0
%**		29.1		23.8		17.7		29.4		

*95.9% of original sample able to be used in analyses
**Percent of Total Subjects used in the study (340).

School #1. School one is located in the heart of a large city. It is affiliated with a teacher-training institution and designated a laboratory or campus school. Instruction is authorized for grades 7 through 12. Of the 72 seniors (36 male, 36 female), 39 (13 male, 26 female) participated in the study.

School #2. School two is located several miles outside a large city in the hub of a tricity complex. It is located in an Independent Union Free School District (75 in State), i.e., a district established to provide elementary and secondary education, which has a population of 4,500 and is administered by an appointed superintendent. Twenty-nine (13 male, 16 female) students constituted the senior class; all participated in the study.

School #3. School three is located in a community which has a population of 4,630. It is in an Independent Central School District (116 in the State) in the central western section of the State. This school services 1,746 (K through 12) pupils. Ninety-nine (50 male, 49 female) of the 128 seniors are included in the study.

School #4. School four is located in the most northwestern section of the State. It is in an unincorporated rural community which has a population of 964. The school has facilities for grades K through 12, supplying services for 377 students. It is in a Union Free School District (92 in State). All 25 seniors (13 male, 12 female) participated in the study.

School #5. School five is located in a Catskill Mountain incorporated village. The community has a population of 5,000. This Central School District (374 in State) facility serves approximately 2,000 students in grades K through 12. Ninety-seven (52 male, 45 female) of the 118 graduates participated in the study.

School #6. School six is in a community of 1,900 people located in the northwest section of the State. It is in a Central School District (374 in State) and serves 2,500 students grades K through 12. Forty-two (13 male, 29 female) of the 93 eligible seniors participated.

School #7. School seven is located in a suburban community of 8,500 people. It is in a Central School District (374 in State). Only 9 (5 male, 4 female) of the several hundred eligible seniors participated.

INSTRUMENTATION:

The instruments used to measure those variables related to college attendance were:

1. The College Image Scale.

   This instrument's "...primary purpose is to measure the students' impression of or opinion about college." This scale was designed, tested, and used by the research team involved in the U.S. Office of Education, Department of Health, Education, and Welfare's Cooperative Research Project No. 2152 conducted in West Virginia. This scale consists of 84 alternate-choice items divided into seven categories composed of 12

items each. The seven areas measuring college attitude are:

(a) Vocational
(b) Financial
(c) Intellectual
(d) Independence
(e) Social
(f) Status
(g) Difficulty

2. The Regents Scholarship Examination or the State University of New York Admission Examination.

3. The Edwards Personal Preference Schedule measured the following variables:

(a) Achievement
(b) Deference
(c) Order
(d) Exhibition
(e) Autonomy
(f) Affiliation
(g) Intraception
(h) Succorance
(i) Dominance
(j) Abasement
(k) Nurturance
(l) Change
(m) Endurance
(n) Heterosexuality
(o) Aggression

4. The Personal Questionnaire or Senior Survey. This instrument was designed by the members of the New York State Education Department. It was pretested and administered to 10,000 seniors when gathering information for the 1967-68 longitudinal study cited in the preface.

5. The Fall Followup Questionnaire.

Samples of these instruments and/or detailed descriptions are presented in the Appendix.

ADMINISTRATION:

During the spring semester, a letter requesting the cooperation of the high school principals, guidance counselors, and superintendents was sent to the schools. A post card was enclosed on which the principal was asked to indicate his desire regarding the participation of the seniors in the school. He was also asked to name a consultant to work with the project and to indicate the number of seniors in his school. After a period of 2 weeks had elapsed, the principal was contacted via phone if no reply had been received.

Packets were prepared containing items 1, 3, and 4 named in the previous section. One packet for each senior was mailed to the school consultant along with a copy of administration instructions.

All senior class members of the schools selected were eligible to be tested. The College Image Scale (approximately 30 minutes) and the Senior Survey Personal Questionnaire (approximately 30 minutes) were to be completed by the student during his free time.

The Edwards Personal Preference Schedule was given under the supervision of the consultant. It was requested that the IBM answer sheets be placed by the students into their packets before sealing. The booklets were under the governance of the consultant.

The Regents Scholarship Examination scores (Aptitude and Achievement) were obtained from the New York State Education Department records.

The following fall, a student followup was conducted to identify those students who attended or did not attend college.

On the Senior Survey, the students had been asked for their permanent address and that of their parents. A questionnaire (Appendix F) was sent to the address indicated on the Senior Survey requesting the student's

present address. At the end of 2 weeks, another post card was sent to those who had not replied.

As the addresses were received, a followup questionnaire (approximately 10 minutes) was sent to each of the students in the sample. At the end of 3 weeks, another questionnaire was sent to those who had not responded.

Since practically all colleges require a high school transcript of classes and grades before entrance, a doublecheck as to those attending college was made by contacting the high school counselors.

A final attempt to secure the followup information was made by sending a one-page questionnaire (Appendix G) to the registrars of the accepting colleges indicated previously by students on the Senior Survey.

III. ANALYSIS OF THE DATA

As previously stated, college attenders and nonattenders were grouped by sex. During the past few years, much has been written concerning college attendance by males as a means of avoiding the draft. Taking into consideration the possible criticism the results might face with regard to this factor, it was decided during the planning stages that additional benefits would be gained by analyzing the sample as stratified by sex.

The 15 variables measured by the Edwards Personal Preference Schedule, the seven variables produced by the College Image Scale, and the two scores (aptitude and achievement) from the Regents Scholarship Examination, and the Social Position as computed from the Hollingshead Two Factor Index of Social Position Formula (Appendix I) were studied relative to college attendance.

The major statistical techniques employed were: the "t" test applied to the difference between the means of the independent groups, point biserial correlation, and a multiple linear regression analysis.

THE COLLEGE IMAGE SCALE

The College Image Scale was used in an attempt to distinguish the difference between the college and noncollege groups as measured by seven variables. A "t" test was applied to the difference between the means of the independent groups.

Table 3

College Image "t" Values Differentiating
Male Attenders from Male Nonattenders

College Image Categories	Attenders (N=99) $\bar{X}$	S.D.	Nonattenders (N=60) $\bar{X}$	S.D.	"t" value	Relationships
Independence	8.51	3.05	7.05	3.78	4.75*	Nonattenders < attenders
Financial	3.10	2.46	3.92	4.52	2.58*	Nonattenders > attenders
Difficulty	7.12	2.33	6.80	2.43	1.27	Nonattenders < attenders
Intellectual and Cultural	8.58	4.14	8.17	5.80	1.09	Nonattenders < attenders
Vocational	6.68	4.43	7.02	4.27	1.05	Nonattenders > attenders
Social	8.35	5.29	8.12	4.44	0.66	Nonattenders < attenders
Socioeconomic status	6.02	3.26	6.12	3.94	0.31	Nonattenders > attenders

*Significant at .01 level

When the "t" values for the seven College Image categories were ranked for male subjects, "independence" ranked highest in yielding a significant mean difference ("t"=4.75). The males that attended college viewed it as a freeing experience when in high school. Those that did not attend college, prior to graduation viewed extended education as a prolongation of rules--a continued in loco parentis situation.

Males ranked the financial category second as a significant variable. Nonattenders thought college attendance very dependent on finances. Those male subjects that attended college did not feel that money was necessarily needed or important to gain a college education. All other categories, though found not statistically significant, are ranked and shown in Table 3.

Table 4

College Image "t" Values Differentiating
Female Attenders from Female Nonattenders

College Image Categories	Attenders (N=81) $\bar{X}$	S.D.	Nonattenders (N=100) $\bar{X}$	S.D.	"t" value	Relationships
Vocational	5.42	4.37	6.89	3.94	4.81*	Nonattenders > attenders
Independence	8.80	3.41	7.55	4.53	4.24*	Nonattenders < attenders
Financial	3.05	2.12	3.72	2.79	2.88*	Nonattenders > attenders
Difficulty	6.95	2.67	7.04	2.38	0.37	Nonattenders > attenders
Socioeconomic status	5.42	3.45	5.49	2.97	0.24	Nonattenders > attenders
Intellectual and Cultural	9.36	4.21	9.40	2.75	0.15	Nonattenders > attenders
Social	8.53	3.55	8.56	3.23	0.11	Nonattenders > attenders

*Significant at .01 level

The means and variances of the two female groups are ranked by the "t" values and illustrated in Table 4. Only those with significant differences are discussed.

A "t" score of 4.81 for the difference between the means of the two female groups was found to rank first. The senior girls that attached great importance to the vocational aspects of college training tended not to go. Those students who viewed college as an educational growth experience went on to higher education.

Independence was the second ranked variable of significant difference between the female groups. As with their male counterparts, the females who perceived college as a way of attaining independence were more likely to attend.

Female nonattenders also agreed with male nonattenders in the view that college attendance was dependent on financial resources. The mean difference between the female attenders and nonattenders yielded a "t" score of 2.88 which was ranked as the third most significant variable measured by the College Image Scale.

The differences in variability among groups is a matter of considerable importance. The difference between the two standard deviations for male attenders and male nonattenders on the "financial" variable is 4.69 and is significant beyond the .01 level. It is assummed with confidence that the male nonattenders are more variable in general than the male attenders.

The difference of standard deviation between attenders and nonattenders measured by the "intellectual and cultural" variable is significant beyond the .01 level for both males and females. Female attenders are more variable (3.75) in general than female nonattenders; and male nonattenders are more variable (2.68) than male attenders.

The critical ratio of the difference between the female standard deviations of 3.41 (attenders) and 4.53 (nonattenders) for the "independence" category is 2.67. This obtained difference is significant beyond the .01 level; and it may be stated with confidence that on the "independence" test nonattender females are more variable than are the attender females.

REGENT SCHOLARSHIP EXAMINATION (RSE)

Aptitude and achievement scores were generated from the Regents Scholarship Examination. The raw scores were then coded into an 11-point scale for ease in statistical manipulation. Each point of the scale encompassed a range of 10 raw score points (refer Appendix A).

Table 5

Aptitude and Achievement "t" Values for Male-Female Attenders and Nonattenders

	Aptitude					Achievement				
	Attender		Nonattender		"t" value	Attender		Nonattender		"t" value
Sex										
Male	99	6.17	60	3.82	2.22*	99	6.96	60	3.32	8.22*
Female	81	6.17	100	2.59	10.9 *	81	6.86	100	2.90	10.57*

*Significant at .01 level

The difference between the means of the male and female groups of attenders and nonattenders when measured by the "t" test were significant.

The male and female college attenders have a mean raw score within the range of 70 to 79 points on the aptitude, as well as the achievement section of the RSE. The complementing group of nonattenders scored within the range of 20 to 39 raw score points on both sections.

THE EDWARDS PERSONAL PREFERENCE SCHEDULE

The Edwards Personal Preference Schedule was used to measure 15 variables. Table 6 shows that the variable "heterosexuality" was the most distinguishing between male attenders and nonattenders. Male college

Table 6

Ranked Male-Female "t" Values for the
Edwards Personal Preference Schedule Variables
(Attender Minus Nonattender)

Variable[1]	Male		Female	
	Rank	"t" value	Rank	"t" value
Achievement	8	0.92	5	1.84
Deference	4	2.23**	3	2.36**
Order	6	1.41	1	3.06*
Exhibition	14	0.08	10	1.52
Autonomy	2	2.67*	4	1.85
Affiliation	10	0.46	15	0.05
Intraception	5	1.44	9	1.52
Succorance	7	1.29	2	2.86*
Dominance	15	0.07	8	1.69
Abasement	9	0.75	6	1.76
Nurturance	11	0.33	7	1.73
Change	12	0.18	14	0.80
Endurance	3	2.42**	11	1.36
Heterosexuality	1	2.77*	12	1.17
Aggression	13	0.09	13	0.96

[1]Definitions may be found in Appendix J
*Significant at .01 level
**Significant at .05 level

attenders appeared to have a freer and more active association with their female peers than did male nonattenders.

A greater amount of freedom and independence was exhibited by male attenders when compared to nonattenders as significant difference was indicated by the "autonomy" variable.

Female nonattenders displayed a stronger need for organization and advanced planning than college attenders did when the variable "order" was considered.

The female attenders displayed a higher mean score on the "succorance" variable than did the college nonattenders. The girls who attended college seemed to need supportive assistance from peers, family, and teachers. This need for understanding and affection was ranked second when distinguishing the two groups by "t" values.

THE FAMILY SOCIAL POSITION

Table 7

Social Position "t" Values for
Male-Female Attenders and Nonattenders

Sex	Attenders		Nonattenders		"t" value
	$\bar{X}$	N	$\bar{X}$	N	
Male	3.15	99	4.13	60	6.24*
Female	3.28	81	4.09	100	5.32*

*Significant at .01 level

The Social Position scores were arranged on a continuum, or, to be more precise, divided into five groups of scores. The five social classes (1-highest, 5-lowest) were actually computed scores designated to be in a

particular range segment. The scores within the range were treated as a unit (Appendix I).

Male and female attenders had group means which placed them in the middle class when the Hollingshead Two Factor Index of Social Position was applied to the data gained from questions 55 and 57 (in some cases 56) of the Senior Survey (Appendix B). A significant difference from the means of their comparable groups was noted ($p < .01$). Both male and female non-attender scores fell into social class four, yielding a difference of one full range. This data shows that the occupational position and educational level of the head of the household has a directional bearing on college attendance.

SENIOR SURVEY QUESTIONNAIRE

Investigation of prior research had indicated that demographic and sociological factors, such as peer groups, family size, future educational expectations, scholarship awards, parents' educational level, have had an effect on student college attendance (Lavin 1965).

An analysis of the data gathered by the Senior Survey Questionnaire showed the relationship of some of these factors to college attendance.

Ten questions had initially been selected and predicted answers designated for them. A predicted answer, when matched by the student, was thought to indicate his college attending behavior. Listed in Tables 8 and 9 are predicted answers, the rank, and the difference (in percent) between the attender and nonattender groups. The complete list of tallies and percentages for the responses to the questionnaire may be found in Appendix B.

Table 8

Difference Between College and Noncollege Males as to Percent Answering Senior Survey Questions as to Prior Prediction

Question Number	Predicted Answer *	Rank	Difference in Percent **
1	Plan to continue my education	1	64.6
23	Willing to borrow money to help pay for education	2	50.7
55	Father had at least graduated from high school	3	31.8
41	Majority of friends going to college	4	31.2
8	Followed a college-preparatory high school sequence	5	29.1
62	Parents actively encouraged continued education	6	22.0
49	Awarded a New York State Scholarship	7	20.3
56	Mother had at least graduated from high school	8	18.5
52	Family had two or fewer siblings	9	14.2
58	Mother worked full time outside the home	10	- 0.7

*Predicted answer is the answer thought to indicate college attending behavior and enable one to predict that a student would attend college.
**Differences in Percent equal percent college minus percent noncollege responding according to prediction. Complete results reported in Appendix B.

As expected, the expressed plan to continue education was the primary factor distinguishing the two male groups. Of the two groups, 64.6 percent more of the college attenders had expressed a plan to do so.

The second ranked factor was the willingness to borrow money. Approximately 51 percent more of those boys who actually went to college expressed a willingness to borrow funds to pay for their education.

The comparison of the two groups showed that 32 percent more of the male attenders had fathers who had at least graduated from high school.

The comparison also revealed that 31 percent more of the college group than of the noncollege group reported that the majority of their friends were going to college.

A college-preparatory high school sequence was followed by 29.1 percent more of the male college attenders than nonattenders.

Active encouragement by parents of continued education was the sixth ranking variable. Ninety-two percent of the college group had parents who encouraged college attendance, while 70 percent of the noncollege group's parents were actively promulgating advanced education.

Twenty-five percent of the college attender group reported having a New York State Scholarship, as opposed to 5 percent of the noncollege group being such recipients.

Mother's education was the eighth ranked variable. Approximately 19 percent more of the attender group than of the nonattender group indicated that their mothers had graduated from high school.

In the attender group, 57.6 percent had between zero and two children in the family, while the nonattender group reported 43 percent. More than half of the college goers were from small families; the opposite may be said of the nongoers.

The 10th ranked variable showed that more mothers of the nonattender group individuals were employed full time outside the home than the attender group. For all practical purposes, mothers of both groups seem to work full time to the same degree.

Table 9

Difference Between College and Noncollege Females as to Percent Answering Senior Survey Questions as to Prior Prediction

Question Number	Predicted Answer *	Rank	Difference in Percent **
1	Plan to continue my education	1	68.0
8	Followed a college-preparatory high school sequence	2	58.9
23	Willing to borrow money to help pay for education	3	46.5
55	Father had at least graduated from high school	4	36.1
41	Majority of friends going to college	5	33.1
56	Mother had at least graduated from high school	6	29.2
62	Parents actively encouraged continued education	7	25.7
49	Awarded a New York State Scholarship	8	22.7
52	Family had two or fewer siblings	9	16.0
58	Mother worked full time outside the home	10	- 9.0

*Predicted answer is the answer thought to indicate college attending behavior and enable one to predict that a student would attend college.
**Differences in Percent equal percent college minus percent noncollege responding according to prediction. Complete results reported in Appendix C.

Sixty-eight percent more of the coed group expressed plans to continue their education than did the noncollege group. The second ranking variable distinguishing between the two groups was the type of major pursued during

high school. Forty percent of the female nonattenders as compared to 98.9 percent of the coeds had followed a college preparatory high school sequence.

The third ranked variable was the willingness to borrow money to pay for education, expressed more (46.5 percent) by the female attender group than the nonattender group.

The next ranked variable showed that the groups differed by 36.1 percent. More fathers of the college attenders had graduated from high school than fathers of the nonattender group.

Girls who were in the college group reported, by 33.1 percent, more of their friends going to college than the noncollege girls did.

By comparison, 29.2 percent more of the college attenders reported that their mothers had graduated from high school than the group of nonattenders. Seventy percent of the female attenders had mothers who had completed at least high school education. Forty-nine percent of the girls who did not attend college had mothers who had not completed high school.

The next ranked variable was the encouragement of further education by parents. The two female groups showed a difference of 25.7 percent. The attender group was more actively encouraged by parents than the nonattender group.

Approximately 25 percent of the girls attending college were awarded a New York State Scholarship while only 2 percent of the nonattenders had been recipients. This 23 percent difference was the eighth ranking variable.

Sixty-three percent of the female group who attended college reported having two or fewer siblings in the family as compared to the 47 percent reported by the noncollege group. Thus, more coeds came from smaller families than did individuals from their comparison group.

The 10th ranked variable, that of the mother's full-time employment, indicated that the difference between the two groups was negligible. This variable showed that the noncollege group mothers worked more frequently. The results of the data analysis of this variable were consistent for both male and female groups.

It can be concluded that the male (female) attender and nonattender groups can be differentiated by use of the "predicted answer technique." In most cases, the probability of a successful prediction regarding college attendance based on the responses to the indicated questions decreases as the rank number increases.

General Personal Data

Thirty percent of the female nonattender group had applied to at least one college; 24 percent had been accepted by one or more such institutions. Fifty-six percent considered the most important reason for attending college to be preparation for a career; 6 percent, to learn a specific skill; and 26 percent, to help prepare to live a better life. Only 2 percent of the nonattending girls reported the lack of money as the reason for not continuing their education. Another 2 percent no longer had an interest in studying; while 19 percent indicated a desire to work and make money, 16 percent desired to marry and raise a family rather than continuing school. Twenty-nine percent believed that they would never attend college. The location of a college within commuting distance of a girl's home did not seem to influence her decision. More than three-fourths of the female nonattenders lived with both parents; more than four-fifths of the male nonattenders reported in a corresponding manner.

Thirty percent of the female attenders applied to four or more colleges; 65.5 percent were accepted by at least two institutions (Appendix C). The

coeds reported the primary reason for attending college to be the preparation to live a better life (46.9 percent); to prepare for a career ranked second (38.3 percent). More than nine out of ten girls lived with their parents and reported that the parents had shown a regular interest in the quality and progress of the student's school work. Ninety percent of the attenders had previously planned to attend a college in New York State. Thirty percent more of the female attenders than the nonattenders indicated that their parents had expressed a willingness to help pay for a college education; attenders reported their parents more willing to borrow money.

Thirty-seven percent of the male nonattenders had applied for college admittance. Twenty-seven percent reported acceptance by one college. More than half of the nonattender group (56.7 percent) considered career preparation as the most important reason for attending college. A desire to complete their "military obligation" was the most frequently (23.3 percent) stated reason for not continuing education. Thirty-eight percent of the boys not attending college indicated they probably would sometime in the future; 20 percent reported indecision. One-fourth of the nonattender males reported that they would consider attending if there was a college within commuting distance of their residence.

More than four-fifths of the boys in both the attender and nonattender groups lived with both parents. The majority of both male groups indicated that a regular interest in their school work had been displayed by the parents.

Although 70 percent of the nonattenders reported academic achievement being encouraged by parents, the attender group reported parental encouragement to a higher degree (22 percent more). A comparison of the two groups showed 20 percent more of the male attenders had parents who had expressed a willingness to help pay for their son's college education; 28 percent more

attenders reported their parents' willingness to assume debts for their education.

Approximately 61 percent of the male attender group applied to one or two colleges for admittance. Career preparation was stated as the most important reason for attending college; preparation to live a better life was ranked second by this group. Seventy percent of the college-going boys indicated they would attend an institution within New York State.

Question #40 asks: "Is there a 2- or 4-year college within 35 miles of your home?" The responses to this query have been purposely left for discussion until last. It should be explained that school #5 is located near a 2-year college only; all other schools are situated near both a 2- and a 4-year institution.

The school 5 subjects responded with the correct answer in the following manner: male attenders--93.9 percent, male nonattenders--73.7 percent; female attenders--95.7 percent, and female nonattenders--90.0 percent.

The participating seniors from the other six schools gave the correct answer as follows: male attenders--68.2 percent, male nonattenders--56.1 percent; female attenders--69.0 percent, female nonattenders--45.0 percent. A cursory examination of the above indicates a lack of knowledge, and in some cases false knowledge which many of the subjects display concerning the community in which they live. Guidance counselors, social studies and citizen education teachers, as well as educators in general, should strive to make material relevant to their students. Although a student may not desire to continue his education beyond high school, he should be cognizant of the facilities and resources within his domain. The percentage of students (though not gross, much too high) who are not aware of the educational institutions within close proximity is appalling! All students should

be knowledgeable concerning the community in which they reside. This responsibility is squarely that of the high school administration, guidance division, or student personnel service.

Nonattenders reported the following work status when answering the Fall Followup Questionnaire (Appendix F--Question 10). No inferences are drawn by the author concerning the data reported in Tables 10 and 11.

Table 10

Male Nonattender's Occupational Status as Reported the Fall Following High School Graduation

Status	Number	Percentage
Unemployed	21	35.0
Military Service	13	21.7
Laborer (Construction)	8	13.3
Farmer	3	5.0
Technician (Trainees)	3	5.0
Retail Sales	2	3.3
Business--Drafting Diploma	3	5.0
House Painter	1	1.7
No Response	4	6.7
TOTAL	60	100

Table 11

Female Nonattender's Occupational Status as Reported the Fall Following High School Graduation

Status	Number	Percentage
Unemployed	37	37
Married-Unemployed	8	8
Clerical Work	19	19
Factory Work	5	5
Domestic	1	1
Business School	4	4
Nursing Program, Medical or Dental Lab Diploma	12	12
Retail Sales	3	3
Beauty Culture School	9	9
Waitress	2	2
TOTAL	100	100

Multiple Regression Correlation with More than Three Variables

A point biserial (r_{pbis}) was computed between the independent variable and all (25) dependent variables. The independent (discrete or truly dichotomous) variable was "attended college or did not attend." The dependent continuous variables which were found to correlate significantly (9 each for both males and females) between the college attending group and nonattending group were subjected to a multiple regression analysis using

the Doolittle-solution procedure for solving simultaneous equations. (See Guilford 1965, p. 408+). Of the 25 variables measured, those significant ($p < .05$) are listed in Table 12 with their coefficients. These coefficients are product-moment correlations and can be interpreted in the same manner.

Table 12

Significant Correlations Ranked by Sex

Discriminating Variable	Male (N=159)		Female (N=181)	
	r_{pbis}	Rank	r_{pbis}	Rank
Socioeconomic Status	-0.399	2	-0.378	3
EPPS - Deference	-0.168	9	-0.172	9
EPPS - Autonomy	0.203	7	NS	
EPPS - Endurance	-0.183	8	NS	
EPPS- Heterosexuality	0.207	6	NS	
RSE - Achievement	0.558	1	0.625	2
RSE - Aptitude	0.215	5	0.645	1
CIS - Financial	-0.216	4	-0.208	8
CIS - Independence	0.363	3	0.298	5
EPPS - Order	NS		-0.222	6
EPPS - Succorance	NS		0.215	7
CIS - Vocational	NS		-0.340	4

Note: Positive score - attender scored higher than nonattender
NS = not significant

The multiple regression analysis yielded the beta coefficient for each of the significant variables which discriminated the male (female) attender groups from the nonattender groups. The weight of each contributing variable was determined along with the alpha (constant) coefficient.

Table 13

Partial Regression Coefficients

Variable	Male		Female	
Socioeconomic Status	x_2	0.213	x_2	0.216
EPPS - Deference	x_3	-0.080	x_{3q}	-0.016
EPPS - Autonomy	x_4	-0.175	NS	NS
EPPS - Endurance	x_5	0.134	NS	NS
EPPS - Heterosexuality	x_6	-0.132	NS	NS
RSE - Achievement	x_7	-0.750	x_6	-0.225
RSE - Aptitude	x_8	0.166	x_7	-0.753
CIS - Financial	x_9	0.060	x_8	0.021
CIS - Independence	x_{10}	-0.230	x_9	-0.116
EPPS - Order	NS	NS	x_4	-0.024
EPPS - Succorance	NS	NS	x_5	-0.114
CIS - Vocational	NS	NS	x_{10}	0.133

NS = not significant

The entire regression equation for males becomes:

$$M' = 8.9492+0.213x_2-0.080x_3-0.175x_4+0.134x_5-0.132x_6-0.750x_7+0.166x_8+0.060x_9-0.230x_{10}$$

The entire regression equation for females becomes:

$$F' = 5.7570+0.216x_2-0.016x_3-0.024x_4-0.114x_5-0.225x_6-0.753x_7+0.021x_8-0.116x_9+0.133x_{10}$$

With these equations, one could predict an M' or F' for any high school senior, knowing his nine scores in the other variables.

In this study, nonattenders were coded as zero; attenders were coded as one. An M' or F' of more than .5 would lead to a prediction of college attendance; less than .5, predictive of college nonattendance.

The equation stated above may be further clarified by substituting PCA^M and PCA^F, respectively for M' and F'. PCA would denote Prediction of College Attendance; the superscripts connoting male (M) and female (F).

IV. CONCLUSIONS

The following conclusions may be drawn from the data:

1. High school seniors who enter college the fall following graduation demonstrate significantly different scores (higher) than those boys and girls who do not attend college on both the aptitude and achievement scores as measured on the Regents Scholarship Examination.
2. The male college attender group exhibited significantly different scores from the male nonattender group regarding the "Financial" and "independence" variable measured by the College Image Scale.

   The female attender group demonstrated significant difference when measured on the "financial," "independence," and "vocational" variables by the same scale.
3. Four Edwards Personal Preference Schedule variables ("deference," "autonomy," "endurance," and "heterosexuality") proved to be significant discriminators between the two male groups.
4. "Deference," "order," and "succorance" were the discriminators between the female groups.

- The proper combination of the two factors--occupation and education--established a score which differentiated the attender groups from the nonattender groups to a significant degree. The social position an individual occupies in the status structure of society is an important indicator of future college attendance.

- The financial resources of the family are important.
- Father's education had more relationship to college attendance than either the mother's educational level or the plans of peers.
- The parents of the college students (1) were more willing to help the student financially and (2) to borrow money to pay for their child's education and (3) offered more encouragement to the student to continue his education.

5. Male attenders and female attenders differ from their nonattending counterparts on nine variables. The male and female attender groups seem to share many characteristics as specifically demonstrated by those measured by:
    1. RSE - Achievement
    2. RSE - Aptitude
    3. Socioeconomic Status
    4. CIS - Independence
    5. CIS - Financial
    6. EPPS - Deference
6. The goals expressed prior to high school graduation were carried to fruition after graduation by an overwhelming majority of the seniors.
7. The plans of peers as related to college attendance seem to be in concert with the students' plans. However, the degree of influence these plans have on college attendance behavior can only be inferred.

8. The findings suggest that a positive answer may be given to the question: "Can a method be suggested to help counselors predict which students are most likely to attend college?" This will be discussed at length in the following section.

V. DISCUSSION AND RECOMMENDATIONS

Each of the instruments which were used as measuring devices for this descriptive study was carefully and purposely selected. The Edwards Personal Preference Schedule, the College Image Scale, and the Senior Survey Questionnaire were all chosen because they do not require individual administration, a scheduled test period, or a monitored facility. The Regents Scholarship Examination is taken en masse in most New York State schools.

The high school counselor operates under a restricted time schedule. This investigator was seeking a tool to facilitate the counselor's work, not one to inundate or burden him with more work. In most instances, the information necessary to compute the social status would be available from permanent student records, thus the Senior Survey Questionnaire could be omitted from the battery.

It is suggested that the counselor administer those sections of the EPPS and the CIS which have been indicated as measuring a discriminating variable between the attender and the nonattender groups. Male students would be scored on the "deference," "autonomy," "endurance," and "heterosexuality" questions from the EPPS and the CIS "financial" and "independence" sections. Female students would be scored on the EPPS "deference," "order," and "succorance" variables and the CIS "financial," "independence" and "vocational" variables.

The reader should be aware of several limitations inherent in this study and hence in the findings. The subjects involved in this study were seniors preparing for graduation. It is strongly suggested that the variables indicated as discriminators be measured a year earlier--during the junior year. (It is recognized that several years would have to elapse

before the data obtained could be validated.) However, the information pertaining to the attitudes and characteristics (as measured by the nine variables) could be utilized when planning individual or group counseling sessions, leadership training programs, or general information assemblies. The individual student, once better understood in reference to these factors, could be helped to growth, development, or enrichment in the areas measured by these tools.

This pilot project has clearly suggested a model which may be of use to a counselor in giving needed individual attention through expedient time utilization.

It is apparent from the findings of this pilot project that a large scale statewide longitudinal study (approximately 3 years) be considered with the primary objectives being the validation and refinement of the suggested model. Such an investigation would generate a regression equation whose weighted factors could be more universally applicable.

Jacob (1957) reported that college students differed in their values from their peers who did not go to college. He continued by stating that only slight evidence showed that a college experience had influence on changing the held attitudes. Should this be the case, although many other studies have shown conflicting evidence, it is hoped that this study has defined more distinctly the differences between the groups (the attender and nonattender) of students and yielded information helpful to the educator in his work of trying to bridge the gap.

It is hoped that this descriptive study has added information concerning the reasons why youth fail to avail themselves of the opportunity for continued education. The development of the model for a technique to identify and classify the college students and nonattenders needs much work

before it will be developed into a useful form to render a ready reference to the counselor or educator engaged in the advisement of students.

The limitations which were pointed out earlier must be recalled again. Perhaps it is more accurate to say that it is hoped that from this study future work in this area will be found necessary and will be encouraged based on the findings produced. A large scale replication of the pilot study with incorporation of the suggested recommendations and emphasis placed on measuring the indicated discriminating variables may be worthwhile of pursuit.

BIBLIOGRAPHY

Bailey, H. Characteristics of High School Seniors as Related to Subsequent College Attendance. Cooperative Research Project No. 2153, Morgantown, West Virginia, June 1966.

Beezer, R.H.,and Hyilm, Howard F. "Factors Related to College Attendance," Cooperative Research Monograph No. 8. U.S. Department of Health, Education, and Welfare, 1961.

Berdie, R.F., and Hood, A.B. "Personal Values and Attitudes as Determinants of Post-High School Plans," Personnel and Guidance Journal. Vol. 42, April 1964, pp. 254-259.

Bridgman, D.S. (consultant, N.S.F.) Losses of Intellectual Talent from the Educational System Prior to Graduation from College. June 1959.

Cooley, W.W., and Lohnes, Paul R. Multivariate Procedures for the Behavioral Sciences. New York: John Wiley and Sons, 1962, 211 pp.

Cowan, P.A. Factors Related to the College Plans of High School Seniors. The University of the State of New York, The State Education Department, Division of Research in Higher Education, May 1960, 24pp.

Cowan, P.A. Crucial Questions about Higher Education. The University of the State of New York, 1955, 85 pp.

Cowan, P.A. Needs and Facilities in Higher Education in New York State. The State Education Department, 1957, 124 pp.

Erikson, E.H. "The Problem of Ego Identity," Psychological Issues. 1:101-164; Monograph 1, 1959.

Erikson, E.H. Childhood and Society. New York: W.W. Norton and Company, 1963, 445 pp.

Flanagan, J.C., et. al., The American High School Student. Technical report to the U.S. Office of Education, Cooperative Research Project No. 635, Pittsburgh: Project Talent Office, University of Pittsburgh, 1964.

Hoffman, L. (editor). The Employed Mother in America. Chicago: Rand McNally, 1963.

Hoffman, R. A Model Program for Facturing Methods in The Behavioral Sciences. State University of New York at Albany, 1969 (Unpublished).

Hollingshead, A.B. Elmstown's Youth. New York: Wiley, 1949.

Hollingshead, A.B., and Redlich, Frederick C., Social Class and Mental Illness. New York: John Wiley and Sons, 1958, pp. 398-407.

Jacob, P.E. Changing Values in College. New York: Harper and Brothers, 1957, 174 pp.

Kerlinger, F.H. Foundations of Behavioral Research. New York: Holt, Rinehart, and Winston, 1965.

Little, J. K. "A Statewide Inquiry into Decisions of Youth about Education Beyond High School," Unpublished Report, Cooperative Research Project No. 0247, Office of Education, U.S. Department of Health, Education, and Welfare, September 1958, 124 pp.

Lovin, D.E. The Prediction of Academic Performance. New York: Sage Foundation, 1965.

McAvoy, R. "An Analysis of Achievement, Motivational and Perceptual Variables Between High School Seniors Who Do and Do Not Attend College," (Published in C.R.P. No. 2152), June 1966.

Mueller, K.H. Student Personnel Work in Higher Education. Boston: Houghton Mifflin Company, 1961, 570 pp.

Pace, R. and Baird, L. "Attainment Patterns in the Environmental Press of College Subcultures," College Peer Groups: Problems and Prospects for Research. (Edited by Theodore Newcomb and Everett K. Wilson), Chicago: Aldine Publishing Company, 1966, Chapter 8, pp. 215-242.

Phearman, L.T. "Comparisons of High School Graduates Who Go to College with Those Who Do Not," Journal of Educational Psychology. XL (Nov. 1949), pp. 405-414.

Sanford, N. "Developmental Status of Entering Freshman," The American College: A Psychological and Social Interpretation of the Higher Learning. New York: John Wiley and Sons, 1962, Chapter 6, pp. 253-282.

Saupe, J. L. "Factorial-Design Multiple-Discriminant Analysis: A Description and an Illustration," American Educational Research Journal. Vol. 2, May 1965, pp. 175-184.

Smith, S.E., and Mehamy, H.V., and Miles, M.M. Are Scholarships the Answer? Albuquerque, New Mexico, University of New Mexico Press, 1960.

Stroup, F., and Andrew, D.C. "Barriers to College Attendance," Washington, D.C., Cooperative Research Project No. 008, Unpublished Report, Office of Education, U.S. Department of Health, Education, and Welfare, May 1959, 141 pp.

Tatsuoka, M.M., and Tiedman, D.C. "Discriminant Analysis," Review of Educational Research. Vol. 24, December 1954, pp. 402-420.

West, L.D. Financial Aid to the Undergraduate. Washington, D.C., American Council on Education, 1963.

West, P.S., and Havemann, E. They Went to College. New York: Harcourt, Brace and Co., 1952.

Wright, W.W., and Jung, C.W. "Why Capable High School Students Do Not Continue their Schooling." Bulletin of the School of Education, Bloomington, Indiana. Indiana University, Vol. 35, No. L, January 1959, 78 pp.

Appendix A

SENIOR SURVEY QUESTIONNAIRE

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

WILLIAM D. FIRMAN
ASSISTANT COMMISSIONER FOR
RESEARCH AND EVALUATION

DIVISION OF RESEARCH
CARL E. WEDEKIND, DIRECTOR
518: 474-5850

May 1968

Dear High School Senior,

You have been selected at random to participate in a special survey of the post-high school plans of 10,000 seniors in New York State. This survey is being conducted by the Bureau of Research in Higher and Professional Education and will enable the State Education Department to develop improved programs to meet the educational needs of all students in New York State.

Your cooperation in completing the attached questionnaire will enable us to gather the necessary data for the study. All information which you supply will remain confidential, and no names will appear in the final report. After you complete the questionnaire, please seal it in the envelope which has been provided before you return it to the faculty member responsible for collecting the completed questionnaires.

Thank you for your cooperation.

Sincerely,

Carl E. Wedekind

CEW:tp

HE-68-201

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Research in Higher and Professional Education
Albany, New York 12224

SENIOR SURVEY: 1968

INSTRUCTIONS: Please read each question carefully. Then select the answer which fits your personal situation best. Check the space in front of the letter preceding the answer you have chosen. In some questions you will be requested to write the answer in the blank provided. If a question does not apply to you and your situation, omit it.

PLEASE PRINT

NAME _____ SEX _____
(Last Name) (First Name) (Middle Name) (M or F)

PERMANENT ADDRESS _____
(Street and Number)

_____ Tel: _____
(City) (State) (Zip Code) (Area Code #)

FATHER'S or GUARDIAN'S NAME _____
(Last Name) (First Name) (Middle Name)

FATHER'S or GUARDIAN'S ADDRESS _____
(Street and Number)

_____ Tel: _____
(City) (State) (Zip Code) (Area Code #)

SCHOOL NAME _____

SCHOOL DISTRICT _____

1. My plans for September 1968 are:

_____1) to continue my education.
_____2) to obtain full-time employment.
_____3) to seek an apprenticeship.
_____4) to enlist in the military service.
_____5) to become a full-time homemaker.
_____6) indefinite.
_____7) Other plans (please be specific)_____
_____

2. Does the item which you have checked in the first question represent what you really wish to do next year?

_____1) Yes
_____2) No

3. If you have answered NO in question #2, mark the item which is most representative of the course of action you would like to follow next year. (If #2 is Yes, omit answer.)

_____1) to continue my education.
_____2) to obtain full-time employment.
_____3) to seek an apprenticeship.
_____4) to enlist in the military service.
_____5) to become a full-time homemaker.
_____6) indefinite.
_____7) Other plans (please be specific) _____
_____

4. Indicate the type of institution you plan to attend.

_____1) a four-year private college.
_____2) a four-year public college.
_____3) a two-year private college.
_____4) a two-year public college.
_____5) a three-year nursing school.
_____6) Other type (please be specific) _____
_____

5. Do you believe you have been adequately informed regarding the opportunities open to you after high school?

_____1) Yes
_____2) No

6. Approximately how many <u>group</u> guidance sessions have you had with the guidance counselor during your senior year? Circle the appropriate number.

0 1 2 3 4 5 6 or more

7. Approximately how many <u>individual</u> counseling sessions have you had with your guidance counselor during your senior year? Circle the appropriate number.

0 1 2 3 4 5 6 or more

8. Have you followed a college-preparatory sequence in high school?

_____1) Yes
_____2) No

9. What three-year sequence did you follow?

_____1) Science
_____2) Mathematics
_____3) Foreign Language
_____4) Music
_____5) Art
_____6) Industrial Arts
_____7) Trade and Technical Education
_____8) Business and Distributive Education
_____9) Agriculture
_____10) Home Economics
_____11) Health Industries Occupation
_____12) Other_____

10. When did you make the decision to go or not to go to college?

_____1) the senior year.
_____2) the junior year.
_____3) the sophomore year.
_____4) the freshman year.
_____5) in junior high school.
_____6) in elementary school.

11. Have you applied for admittance to a college?

_____1) Yes
_____2) No

12. Circle the number which represents the colleges to which you have requested admittance.

0 1 2 3 4 5 6 7 8 or more

13. List <u>all</u> the colleges to which you applied. (If more space is needed, use back of form.)

1)_____
2)_____
3)_____
4)_____
5)_____
6)_____

14. How many colleges have accepted you?

0 1 2 3 4 5 6 7 8 or more

15. List the colleges which accepted you and rank them according to your preference.

1)_____
2)_____
3)_____
4)_____
5)_____
6)_____

16. Did any college representative talk to you about going to college?

_____1) Yes
_____2) No

17. Did you visit the colleges to which you have applied?

_____1) Yes, all of them
_____2) Yes, some of them
_____3) No

18. Do you believe that students who go away to college benefit more than students who live at home and commute to college?

_____1) Yes
_____2) No

19. What do you consider the most important reason for attending college?

_____1) to prepare for a career.
_____2) to learn a specific skill.
_____3) to help yourself prepare to live a better life.
_____4) to gain status and prestige.
_____5) to meet people and have a good social life.
_____6) to find a suitable husband or wife.
_____7) Other (please be specific_____

20. Do you think you will have a better chance to meet the type of person you want to marry if you go to college?

_____1) Yes
_____2) No

21. Please indicate the field of study or goal you intend to pursue at this time.

_____1) Agriculture
_____2) Business
_____3) Engineering
_____4) Science
_____5) Nursing
_____6) Mathematics
_____7) Humanities
_____8) Teacher Education
_____9) Social Science
_____10) Undecided
_____11) Other _____
_____

22. Will you attend college on:

_____1) a full-time basis.
_____2) a part-time basis.

23. Are you willing to borrow money to help pay for your education?

_____1) Yes
_____2) No
_____3) Undecided

24. Are you planning to work part-time to support yourself while attending college? (Answer only for the school year.)

_____1) Yes
_____2) No
_____3) Undecided

25. Do you plan to work in the summers to earn funds to meet college expenses?

_____1) Yes
_____2) No
_____3) Undecided

26. Will you attend college within the State of New York?

_____1) Yes
_____2) No
_____3) Undecided

27. BOYS ONLY ANSWER THIS QUESTION: Have the prospects of being drafted into military service caused you to delay for a college education?

_____1) Yes
_____2) No
_____3) Undecided

28. If you are going into the military service, do you think you will use the GI Bill as a means of obtaining further education after you are discharged from the service?

_____1) Yes
_____2) No
_____3) Undecided

29. Rank the following in order of the amount of influence they had upon the plans you have made. (#1-greatest to #8-least)

_____1) parents
_____2) brothers or sisters
_____3) close relatives
_____4) adult friends
_____5) a teacher
_____6) a guidance counselor
_____7) a clergyman or pastor
_____8) a school friend/or friends

30. If you are definitely <u>not</u> continuing your education beyond high school, indicate below which best describes the reason.

_____1) Lack of money
_____2) Lack of interest in studying
_____3) A desire to work and make a salary
_____4) A desire to marry and raise a family
_____5) A desire to get your military obligation completed
_____6) Parental opposition to your attendance at college
_____7) Necessity of earning money to support your family
_____8) Indecision about what kind of work you want to study
_____9) The work you plan to do does not require a college education.

31. If you do not plan to attend college next fall, do you believe you may attend sometime in the future?

_____1) Yes
_____2) No
_____3) Undecided

32. If you are going to be employed full-time after high school, please check the appropriate item below:

_____1) I have accepted a job.
_____2) I have applied, but do not have a job.
_____3) I have not applied for a job.
_____4) I will continue in my present part-time job on a full-time basis.

33. If you already have a job, please describe it briefly.

_____

34. Who was most responsible for your success in obtaining employment?

_____1) myself
_____2) your parents
_____3) school officials
_____4) relatives
_____5) friends
_____6) a governmental employment agency
_____7) a private employment agency
_____8) Other (please specify)_____
_____

35. If you plan to enter a vocational school or become an apprentice, please specify the course or field of study which you will pursue.

Vocational School_____
(Type of training, drafting, etc.)

Apprenticeship_____
(Specify trade or field of work)

36. How did you obtain information on apprenticeship programs?

_____1) from the guidance counselor
_____2) from your parents
_____3) from a union representative
_____4) from a friend
_____5) Other (please specify)_____
_____

37. If you are not now planning to attend college, would you consider attending if there was a college within commuting distance of your home?

_____1) Yes
_____2) No
_____3) Undecided

38. Do you believe that a college education is necessary to obtain status and money?

_____1) Yes
_____2) No
_____3) Undecided

39. Do you think that a college education is more important for a boy than for a girl?

_____1) Yes
_____2) No
_____3) Undecided

40. Is there a 2- or 4-year college within 25 miles of your home?

_____1) Yes, a 2-year college
_____2) Yes, a 4-year college
_____3) Yes, both a 2- and 4-year college
_____4) Neither type of college
_____5) I do not know

41. Are most of your friends going to college?

_____1) Yes
_____2) No

42. Have you been aware of your standing/rank in your senior class?

_____1) Yes
_____2) No

43. Has the guidance counselor informed you of your scores on any intelligence tests or measures?

_____1) Yes
_____2) No

44. Have you taken the New York State Regents Scholarship Examination?

_____1) Yes
_____2) No

45. Have you taken the National Merit Scholarship Examinations?

_____1) Yes
_____2) No

46. Have you taken the College Entrance Examination Boards? (Scholastic Aptitude Tests)

_____1) Yes
_____2) No

47. If you answered yes in the previous question, what was your score on the Scholastic Aptitude Tests?

Verbal	Math
_____1) 200-299	_____1) 200-299
_____2) 300-349	_____2) 300-349
_____3) 350-399	_____3) 350-399
_____4) 400-449	_____4) 400-449
_____5) 450-499	_____5) 450-499
_____6) 500-549	_____6) 500-549
_____7) 550-599	_____7) 550-599
_____8) 600-649	_____8) 600-649
_____9) 650-699	_____9) 650-699
_____10) 700-749	_____10) 700-749
_____11) 750-800	_____11) 750-800
_____	_____Results not available to me.

48. Were you aware of any scholarships or other sources of financial aid which are available to you?

_____1) Yes
_____2) No

49. Have you been awarded any type of scholarship for next year?

_____1) Yes
_____2) No

If yes, please name the scholarship source (s)_____

_____

50. Do you currently reside with:

_____1) both parents
_____2) widowed parent
_____3) divorced or separated parent
_____4) other relative
_____5) none of the above

51. How would you describe the community in which you reside?

_____1) a large city
_____2) a small city
_____3) a suburban community
_____4) a rural community
_____5) a small town remote from urban centers

52. How many brothers and sisters do you have? Circle the appropriate number.

0 1 2 3 4 5 6 or more

53. How many of your brothers and/or sisters are presently attending college? Circle the appropriate number.

0 1 2 3 4 5 6 or more

54. (Omit this question if you are an only child.) Circle the number of years of higher education completed by your brothers and/or sisters.

a. Brother, Sister (Cross out one) Years 1 2 3 4 5 6 or more

b. Brother, Sister (Cross out one) Years 1 2 3 4 5 6 or more

c. Brother, Sister (Cross out one) Years 1 2 3 4 5 6 or more

d. Brother, Sister (Cross out one) Years 1 2 3 4 5 6 or more

55. Please check the highest level of formal education completed by your father.

_____1) 6th grade or less
_____2) 7-9 grade
_____3) 10-11 grade
_____4) graduation from high school
_____5) 13-15 years of education
_____6) graduation from a 4-year college
_____7) completion of a master's degree
_____8) completion of a doctor's degree

56. Please indicate the highest level of formal education completed by <u>your mother</u>.

_____1) 6th grade or less
_____2) 7-9 grade
_____3) 10-11 grade
_____4) graduation from high school
_____5) 13-15 years of education
_____6) graduation from a 4-year college
_____7) completion of a master's degree
_____8) completion of a doctor's degree

57. My father's occupation is (check one). Please read each item carefully.

_____1) Higher Executive, owner of a large business firm <u>or</u> major professional (college teacher, economist, lawyer, doctor, chemist, dentist, etc.)

_____2) Business manager, owner of a medium-sized business, <u>or</u> lesser professional (nurse, social worker, teacher, etc.)

_____3) Administrative Personnel, small independent businessman, <u>or</u> minor professional (photographer, lab assistant, landscaper, surveyor, etc.)

_____4) Clerical or sales worker, owner of a small business ($3,000 to $6,000, or technician.)

_____5) Skilled manual employee (barber, carpenter, electrician, policeman, housepainter, etc.)

_____6) Machine operator or semi-skilled employee (taxi driver, foundry worker, factory machine operator, welder, etc.)

_____7) Unskilled employee (laborer, laundry worker, farm helper, etc.)

_____8) Unemployed

58. If your mother has a full-time job, please indicate the type of work she does by placing an "M" in front of the appropriate category in question 57.

59. To what degree have your parents influenced your plans for next year?

_____1) to a very great extent
_____2) very much
_____3) to some extent
_____4) very little
_____5) not at all

60. Have your mother and father shown regular interest in the quality and progress of your work in school?

_____1) Yes
_____2) No
_____3) Irregular interest

61. How often have you discussed your plans with your parents?

_____1) frequently
_____2) quite often
_____3) seldom
_____4) never

62. Have your mother and father actively encouraged you to continue your education?

_____1) Yes
_____2) No

63. Have your parents expressed a willingness to help pay for your education?

_____1) Yes
_____2) No

64. What percentage of college expenses do you think your parents can afford to pay?

_____1) 100%
_____2) 50%
_____3) 25%
_____4) nothing

65. Are your parents willing to borrow money to finance your college education?

_____1) Yes
_____2) No
_____3) Don't know

Appendix B

SELECTED SENIOR SURVEY RESULTS FOR MALES

QUESTION		ATTENDERS (N=99) NUMBER	ATTENDERS (N=99) PERCENT*	NONATTENDERS (N=60) NUMBER	NONATTENDERS (N=60) PERCENT*
1.	1	97	97.9	20	33.3
	2	0	0	10	16.7
	3	1	1.0	4	6.7
	4	0	0	22	36.7
	5	0	0	0	0
	6	1	1.0	3	5.0
	7	0	0	1	1.6
8.	1	75	75.8	28	46.7
	2	15	15.2	32	53.3
	3	9	9.0	0	0
11.	1	99	100	22	36.7
	2	0	0	38	63.3
12.	0	0	0	N A	
	1	27	27.3	O P	
	2	33	33.3	T P	
	3	11	11.1	R L	
	4	10	10.1	E I	
	5	8	8.1	A C	
	6	5	5.1	L A	
	7	4	4.0	L B	
	8+	1	1.0	Y L	
					E
14.	0	0	0	6	10.0
	1	47	47.5	16	26.7
	2	23	23.2	0	0
	3	13	13.1	0	0
	4	8	8.1	0	0
	5	2	2.0	0	0
	6	3	3.0	0	0
	7	0	0.0	0	0
	8+	1	1.0	0	0
	NR**	2	2.0	38	63.3

*decimal differences due to rounding.
**NR = No Response

QUESTION		NUMBER	PERCENT*	NUMBER	PERCENT*
19.	1	57	57.5	34	56.7
	2	6	6.1	6	10.0
	3	30	30.3	14	23.3
	4	3	3.0	0	0
	5	0	0	0	0
	6	0	0	0	0
	7	0	0	0	0
	NR	3	3.0	6	10.0
23.	1	75	75.7	15	25.0
	2	15	15.2	25	41.7
	3	9	9.1	13	21.7
	NR**	0	0	7	11.7
26.	1	69	69.7	16	26.7
	2	29	29.3	7	11.7
	3	1	1.0	1	1.7
	NR**	0	0	36	60.0
30.	1 N	A		4	6.7
	2 O	P		6	10.0
	3 T	P		2	3.3
	4 R	L		2	3.3
	5 E	I		14	23.3
	6 A	C		0	0
	7 L	A		3	5.0
	8 L	B		3	5.0
	9 Y	L		2	3.3
	NR**	99	E 100	25	41.7
31.	1	1	1.0	23	38.3
	2 NOT REALLY			10	16.6
	3	APPLICABLE		12	20.0
	NR**	98	98.9	15	25.0
37.	1	3	3.0	16	26.7
	2	2	2.0	16	26.7
	3	1	1.0	10	16.7
	NR**	93	93.9	18	30.0

*decimal differences due to rounding.
**NR = No Response

QUESTION		NUMBER	PERCENT*	NUMBER	PERCENT*
40.	1	36	36.4	20	33.3
	2	11	11.2	7	11.7
	3	47	47.4	26	43.3
	4	4	4.0	2	3.3
	5	1	1.0	4	6.7
	NR**	0	0	1	1.7
		School Number 5			
40A.	N = 33			N = 19	
	1	31	93.9	14	73.7
	2	0	0	1	5.3
	3	2	6.1	3	15.8
	4	0	0	0	0
	5	0	0	1	5.3
	NR**	0	0	0	0
		All schools minus school Number 5			
40B.	N = 66			N = 41	
	1	5	7.6	6	14.6
	2	11	16.6	6	14.6
	3	45	68.2	23	56.1
	4	4	6.1	2	4.9
	5	1	1.5	3	7.3
	NR**	0	0	1	2.4
41.	1	87	87.9	34	56.7
	2	12	12.2	26	43.3
49.	1	25	25.3	3	5.0
	2	74	74.7	57	95.0
50.	1	86	86.8	50	83.3
	2	1	1.0	4	6.7
	3	11	11.2	5	8.3
	4	1	1.0	0	0
	5	0	0	1	1.7

*decimal differences due to rounding.
**NR = No Response

QUESTION		NUMBER	PERCENT*	NUMBER	PERCENT*
52.	0	5	5.1	6	10.0
	1	28	28.3	12	20.0
	2	24	24.2	8	13.3
	3	20	20.2	11	18.3
	4	11	11.1	5	8.0
	5	6	6.1	8	13.3
	6+	5	5.1	10	16.7
55.	1	2	2.0	5	8.3
	2	11	11.1	13	21.7
	3	4	4.0	12	20.0
	4	43	43.4	25	41.7
	5	10	10.1	2	3.3
	6	12	12.1	3	5.0
	7	13	13.1	0	0
	8	4	4.0	0	0
56.	1	4	4.0	2	3.3
	2	6	6.1	12	20.0
	3	12	12.1	11	18.3
	4	47	47.5	27	45.0
	5	15	15.2	4	6.7
	6	10	10.1	3	5.0
	7	4	4.0	1	1.0
	8	1	1.0	0	0
58.	0	65	65.7	39	65.0
	1	1	1.0	0	0
	2	8	8.1	3	5.0
	3	2	2.0	1	1.7
	4	13	13.1	3	5.0
	5	2	2.0	1	1.7
	6	4	4.0	6	10.0
	7	3	3.0	7	11.7
	8	1	1.0	0	0
60.	1	89	89.9	49	81.7
	2	3	3.0	7	11.7
	3	7	7.1	4	6.7
62.	1	91	92.0	42	70.0
	2	8	8.1	18	30.0

*decimal differences due to rounding.

QUESTION		NUMBER	PERCENT*	NUMBER	PERCENT*
63.	1	86	86.9	40	66.7
	2	13	13.1	20	33.3
65.	1	62	62.6	21	35.0
	2	13	13.1	10	16.7
	3	24	24.2	26	43.3
	NR**	0	0	3	5.0
SOCIOECONOMIC STATUS					
	I	14	14.1	0	0
	II	16	16.2	1	1.7
	III	26	26.3	8	13.3
	IV	27	27.2	33	55.0
	V	16	16.2	18	30.0

*decimal differences due to rounding
**NR = No Response

Appendix C

SELECTED SENIOR SURVEY RESULTS FOR FEMALES

QUESTION		ATTENDERS (N=81) NUMBER	ATTENDERS (N=81) PERCENT*	NONATTENDERS (N=100) NUMBER	NONATTENDERS (N=100) PERCENT*
1.	1	81	100	32	32.0
	2	0	0	50	50.0
	3	0	0	3	3.0
	4	0	0	0	0
	5	0	0	7	7.0
	6	0	0	6	6.0
	7	0	0	2	2.0
8.	1	80	98.9	40	40.0
	2	1	1.2	59	59.0
	3	0	0	0	0
	NR**	0	0	1	1.0
11.	1	81	100	30	30.0
	2	0	0	68	68.0
	NR**	0	0	2	2.0
12.	0	0	0	47	47.0
	1	14	17.3	16	16.0
	2	18	22.2	8	8.0
	3	23	28.4	4	4.0
	4	12	14.8	3	3.0
	5	10	12.3	0	0
	6	2	2.5	1	1.0
	7	2	2.5	0	0
	8+	0	0	0	0
	NR**	0	0	21	21.0
14.	0	1	1.2	40	40.0
	1	26	32.1	16	16.0
	2	28	34.6	5	5.0
	3	17	21.0	3	3.0
	4	6	7.4	0	0
	5	2	2.5	0	0
	6	0	0	0	0
	7	0	0	0	0
	8+	0	0	0	0
	NR**	1	1.2	36	36.0

*decimal differences due to rounding.
**NR = No Response

QUESTION		NUMBER	PERCENT*	NUMBER	PERCENT*
19.	1	31	38.3	56	56.0
	2	2	2.5	6	6.0
	3	38	46.9	26	26.0
	4	1	1.2	0	0
	5	2	2.5	1	1.0
	6	1	1.2	0	0
	7	6	7.4	3	3.0
	NR**	0	0	8	8.0
23.	1	62	76.5	30	30.0
	2	9	11.1	44	44.0
	3	10	12.3	9	9.0
	NR**	0	0	17	17.0
26.	1	73	90.1	28	28.0
	2	8	9.9	21	21.0
	3	0	0	5	5.0
	NR**	0	0	46	46.0
30.	1 N	A		3	3.0
	2 O	P		2	2.0
	3 T	P		19	19.0
	4 R	L		16	16.0
	5 E	I		1	1.0
	6 A	C		2	2.0
	7 L	A		0	0
	8 L	B		4	4.0
	9 Y	L		14	14.0
	NR**	81	E 100	39	39.0
31.	1	1	1.2	23	23.0
	2	NOT REALLY		29	29.0
	3		APPLICABLE	22	22.0
	NR**	80	98.7	26	26.0
37.	1	5	6.2	12	12.0
	2	2	2.5	39	39.0
	3	0	0	15	15.0
	NR**	74	91.4	34	34.0

*decimal differences due to rounding.
**NR = No Response

QUESTION		NUMBER	PERCENT*	NUMBER	PERCENT*
40.	1	28	34.6	30	30.0
	2	10	12.3	10	10.0
	3	41	50.6	37	37.0
	4	2	2.5	8	8.0
	5	0	0	12	12.0
	NR**	0	0	3	3.0
		School Number 5			
40A.	N = 23			N = 20	
	1	22	95.7	18	90.0
	2	0	0	0	0
	3	1	4.3	1	5.0
	4	0	0	0	0
	5	0	0	1	5.0
	NR**	0	0	0	0
		All schools minus school Number 5			
40B.	N = 58			N = 80	
	1	6	10.3	12	15.0
	2	10	17.2	10	12.5
	3	40	69.0	36	45.0
	4	2	3.5	8	10.0
	5	0	0	11	13.8
	NR**	0	0	3	3.8
41.	1	73	90.1	57	57.0
	2	6	7.4	41	41.0
	NR**	2	2.5	2	2.0
49.	1	20	24.7	2	2.0
	2	61	75.3	98	98.0
50.	1	74	91.4	76	76.0
	2	2	2.5	10	10.0
	3	4	4.9	10	10.0
	4	1	1.2	4	4.0
	5	0	0	0	0

*decimal differences due to rounding.
**NR = No Response

QUESTION		NUMBER	PERCENT*	NUMBER	PERCENT*
52.	0	6	7.4	4	4.0
	1	28	34.6	22	22.0
	2	17	21.0	21	21.0
	3	13	16.1	19	19.0
	4	10	12.3	7	7.0
	5	3	3.7	7	7.0
	6+	4	4.9	19	19.0
	NR**	0	0	1	1.0
55.	1	3	3.7	4	4.0
	2	8	9.9	23	23.0
	3	8	9.9	28	28.0
	4	28	54.6	30	30.0
	5	12	14.8	5	5.0
	6	11	13.6	7	7.0
	7	5	6.2	1	1.0
	8	8	9.9	0	0
	NR**	0	0	2	2.0
56.	1	2	2.5	2	2.0
	2	6	7.4	20	20.0
	3	8	9.9	27	27.0
	4	33	30.7	41	41.0
	5	15	18.5	7	7.0
	6	10	12.3	0	0
	7	5	6.2	3	3.0
	8	2	2.5	0	0
58.	0	51	63.0	55	55.0
	1	3	3.7	0	0
	2	8	9.9	8	8.0
	3	2	2.5	10	10.0
	4	9	11.1	1	1.0
	5	3	3.7	2	2.0
	6	2	2.5	13	13.0
	7	3	3.7	11	11.0
	8	0	0	0	0
60.	1	75	92.6	89	89.0
	2	1	1.2	3	3.0
	3	5	6.2	8	8.0

*decimal differences due to rounding.
**NR = No Response

QUESTION		NUMBER	PERCENT*	NUMBER	PERCENT*
62.	1	71	87.7	62	62.0
	2	10	12.3	38	38.0
63.	1	77	95.1	64	64.0
	2	4	4.9	32	32.0
	NR**	0	0	4	4.0
65.	1	51	63.0	40	40.0
	2	12	14.8	15	15.0
	3	17	21.0	32	32.0
	NR**	1	1.2	13	13.0
SOCIOECONOMIC STATUS					
	I	6	7.4	0	0
	II	14	17.3	6	6.0
	III	22	27.2	15	15.0
	IV	30	37.0	43	43.0
	V	9	11.1	36	36.0

*decimal differences due to rounding.
**NR = No Response

Appendix D

College Image

We are interested in learning what high school students think about college. We are aware that you may be unsure about what college is like. However, we are interested in your opinions and beliefs; therefore, you need not be concerned about getting a "high" or "low" score. The final report will not mention any individual or report any singular scores. Just answer the questions as carefully and honestly as you can. Please answer all the items regardless of your plans after high school.

There are 84 pairs of statements on the following pages. Take your time and read each statement carefully. Decide which of the two, in your opinion better describes college, and blacken the corresponding space on the answer sheet. (The answer sheet is attached to the back of the questionnaire, separate it from the text before starting.) If you think neither statement accurately describes college, choose the one that <u>most nearly</u> describes college. If you think both statements accurately describe college, choose the one that <u>better</u> describes college.

YOU WILL HAVE AS MUCH TIME AS YOU NEED TO FINISH ALL ITEMS.

STUDENT NAME _____
(Last) (First)

HOME ADDRESS _____
(No. & Street) (City)

SCHOOL _____

College Image Scales

1. A. You don't have to have a lot of money to go to college.
   B. There's no use even considering college unless you have a lot of money.

2. A. Most students don't hold part-time jobs while going to college.
   B. Most students do hold part-time jobs while going to college.

3. A. The chief reason students drop out of college is financial.
   B. The chief reason students drop out of college is poor grades.

4. A. It doesn't matter much what group or club you belong to in college.
   B. It's important to be in the right club or group in college.

5. A. Most students get extremely tense during exam periods.
   B. Most students do not become too tense during exam periods.

6. A. All of the courses in college are pretty hard.
   B. Some of the courses in college are really pretty easy.

7. A. Students are expected to be able to take care of themselves.
   B. Students are constantly being reminded about what they should do.

8. A. The most useful part of college is the part that helps you to earn a living.
   B. The part of college that doesn't help you earn a living is just as useful.

9. A. In college, students spend comparatively little time planning their careers.
   B. College students spend most of their time planning their careers.

10. A. There is time for other worthwhile things as well as for classes and studying.
    B. Students miss out on a lot that is valuable at college because they have to study so hard.

11. A. It costs more, but not too much more, to go to college than to go to high school.
    B. It costs a lot more to go to college than to go to high school.

12. A. Very few college students would attend a lecture by an outstanding philosopher.
    B. Many college students would attend a lecture by an outstanding philosopher.

13. A. College students often talk about their studies in their free time.
    B. When students get together, they seldom talk about their studies.

Go on to next page.

14. A.. You have a better chance of being somebody if you go through college.
    B. A person who doesn't go to college has as much chance to be somebody as a college graduate does.

15. A. Most boys and girls in college go steady.
    B. Only a few boys and girls in college go steady.

16. A. Even if they had the money, most students would really prefer to go to college near their home.
    B. One of the things students like best about college is that they can live away from home.

17. A. The main thing that determines whether one will go to college is how smart he is.
    B. The main thing that determines whether one will go to college is how much money he has.

18. A. It is really something to belong to campus honor societies.
    B. Very few students care about scholastic honor groups.

19. A. Students need not behave as other students do.
    B. Pressure is put on students to live up to expected codes of conduct.

20. A. Most courses tend to be pretty dull.
    B. Most courses are exciting intellectually.

21. A. Students seldom argue with the professors.
    B. Students frequently argue with the professors.

22. A. There are many pep rallies, parades, dances, carnivals, and demonstrations on the campus.
    B. There is not much to do except go to classes and study.

23. A. Student rooms are most likely to be decorated with pennants and pin-ups.
    B. Student rooms are most likely to be decorated with pictures.

24. A. Nearly all students want to join a fraternity or sorority in college.
    B. Most students don't care about joining sororities or fraternities.

25. A. Most of the courses students take are intended to help them prepare for their careers.
    B. Students take a lot of courses that they know won't help them in their careers.

26. A. Students are encouraged to be independent.
    B. There are so many rules and regulations that students have little opportunity to be independent.

Go on to next page.

27. A. No matter how hard they try to keep up, most students get behind in their assignments.
    B. So long as they try, most students manage to keep up with their assignments.

28. A. There are many opportunities for students to get together in extracurricular activities.
    B. Extracurricular activities are not emphasized at college.

29. A. It's easy to get a group together for card games, singing, going to movies, etc.
    B. Most students aren't too interested in doing things or going places with others.

30. A. It's easy to find a group of students to pal around with in your free time.
    B. It's pretty hard to get acquainted with other students in college.

31. A. The professors regularly check up on the students to make sure that assignments are getting carried out properly and on time.
    B. The professors don't check on whether the students are doing the assignments.

32. A. It is probably more important for boys to go to college because boys will have to work throughout their adult lives.
    B. College is just as important for girls even though they may not have to work afterwards.

33. A. Most of one's time at college is spent in studying.
    B. Homework seldom takes more than an hour or two a day.

34. A. Famous people are seldom brought to the campus for student discussions, lectures, and concerts.
    B. Many famous people are often brought to the campus for student discussions, lectures, and concerts.

35. A. Most students spend a lot of time in dairy bars, taverns, and other such gathering places.
    B. Very few students go to such places as dairy bars, taverns, etc.

36. A. Students are usually allowed to run their own organizations.
    B. Student organizations are closely supervised by sponsors to guard against mistakes.

37. A. College students can do pretty much as they please and don't have to get permission from others.
    B. College students have to ask for permission for many of the things they do.

38. A. Students are free to live wherever they please while they are at college.
    B. All college students must live in housing approved by the school.

Go on to next page.

39. A. College theatrical groups don't arouse much student interest.
    B. College students are very much interested in their theatrical groups.

40. A. A student who goes to college is respected and admired by people in his home town.
    B. Most home town people don't pay much attention to who goes to college.

41. A. The main reason students go to college is to prepare for a job.
    B. The main reason students go to college is to get a good general education.

42. A. Most students would rather succeed in making the Dean's list (honor roll) than anything else in college.
    B. Most students would rather win a letter in sports or be a cheerleader than make the Dean's list.

43. A. Most clubs will allow anyone who is interested to join.
    B. You can't get into most clubs at college unless you know the right people.

44. A. Standards set by professors are not too difficult for most students.
    B. Standards set by professors are usually too hard for the average student.

45. A. The average college graduate earns a lot more money than someone who doesn't go to college.
    B. You earn a little more by going to college, but not a lot more.

46. A. Most students develop a strong feeling of concern about politics and social problems.
    B. Most students are not interested in such things as politics and social problems.

47. A. College graduates are usually community leaders.
    B. College graduates are not looked to for community leadership any more than those who did not go to college.

48. A. If you want to sleep late on Sunday morning, nothing will be said about it.
    B. Students are expected to attend church.

49. A. The important people at college receive proper respect from others.
    B. Everyone at college is treated alike, no matter how important he is.

50. A. It doesn't cost very much to go to college.
    B. Going to college is very expensive.

Go on to next page.

51. A. What one's family does for a living carries a lot of weight in college.
    B. What one's family does for a living doesn't make any difference in college.

52. A. Most social events occur at special times only -- Homecoming, Christmas, Easter, etc.
    B. You could go to a dance or party almost every night at college if you wanted to.

53. A. You don't need much spending money to be popular in college.
    B. You need a good bit of spending money to be popular in college.

54. A. Students who work for high grades are likely to be regarded as odd.
    B. Nearly all college students work for high grades.

55. A. Students are careful not to do anything that would be unacceptable to others.
    B. Most students will do something even when they know they will be criticized for it.

56. A. All students, even the brightest students, have to work hard to do passing work in college.
    B. The bright student can do passing work without too much effort, while the average student has to work very hard to pass.

57. A. It is almost impossible to get a decent job if you don't go to college.
    B. You can get a job whether or not you go to college.

58. A. People at most colleges are from the upper class.
    B. More college students are from the middle and lower classes than from the upper class.

59. A. There's nothing special about being able to go to college.
    B. Those who go to college are looked up to by their friends.

60. A. The average high school student can be successful in college.
    B. Unless you're very bright, there's not much use in your going to college.

61. A. Most college students come from families with average incomes.
    B. Most college students come from wealthy families.

62. A. People may not talk about how much money your family has, but everyone knows who's who.
    B. In college, it doesn't matter how much money your family has.

63. A. Nearly all your time in college is taken up with studying and preparing assignments.
    B. Homework doesn't take up much of your time.

Go on to next page.

64. A. A student who shows a great interest in classical music or art is likely to be regarded as a little strange.
B. Many students are interested in classical music and art.

65. A. If a student lets his work pile up until just before exams, he's sunk.
B. Most students can let work pile up and still come out all right.

66. A. The amount of work in college is much greater than it is in high school.
B. There's not much more work in college than there is in high school.

67. A. Social activities are limited to the weekends.
B. At college there are social activities going on most of the time.

68. A. Most high school students go to college even when they don't know what they want to do for their life's work.
B. Most high school students who haven't chosen their life's work feel that they should postpone going to college.

69. A. The principal emphasis in college is on preparation for a career.
B. The principal emphasis in college is on a well-rounded education

70. A. Students are aided in preparing for examinations because professors usually let them know what to study and how to prepare for the exams.
B. Students are handicapped in preparing for examinations by not knowing what will be expected of them.

71. A. Most students relax and have fun for a while in the afternoon.
B. Most students don't take time for relaxation and fun.

72. A. There is no recognized group of student leaders in college.
B. Everyone on campus knows who the student leaders are.

73. A. If a student runs out of money in college, he can usually borrow from a college loan fund.
B. Colleges seldom lend money to students, no matter how badly they need it.

74. A. So much is going on in the afternoons and evenings that it is easy to be distracted from one's study.
B. Except on weekends, there isn't much to do but study.

75. A. There's no advantage in going to college unless you plan to have a career.
B. Preparing for a career is not the most important part of college.

76. A. You're expected to wear expensive clothes in college.
B. Ordinary clothes are all right in college.

Go on to next page.

77. A. Students must have a written excuse for an absence from class.
    B. Students may miss class if they want.

78. A. Student leaders get lots of special privileges.
    B. No special privileges are granted to student leaders.

79. A. A person can usually get a scholarship or loan if he needs it.
    B. Scholarships and loans are difficult to get, regardless of need.

80. A. There is lots of informal dating during the week -- at the library, snack bars, movies, etc.
    B. What dating there is usually occurs on weekends.

81. A. Most students are satisfied as long as they get by in their class work.
    B. Students set high standards of achievement for themselves.

82. A. Teachers in college aren't interested in the future plans of students.
    B. In college the teachers help students to plan and prepare for the jobs they will have after graduation.

83. A. In college they teach you things that will be useful in your future work.
    B. Most courses in college don't have much to do with getting and keeping a job.

84. A. Lack of money keeps most students from going to college.
    B. Lack of money doesn't keep as many students from going to college as most people think.

Appendix E

COLLEGE IMAGE SCALE SCORING KEY

I. Financial:

Question #	(1) Higher Evaluation	(0) Lower Evaluation
1	B	A
2	B	A
3	A	B
11	B	A
17	B	A
50	B	A
53	B	A
61	B	A
73	B	A
76	A	B
79	B	A
84	A	B

Higher score--students think financial considerations are very important to college attendance.

Lower score--student feels that money is not necessarily needed or important in gaining a college education.

II. Difficulty:

Question #	Higher Evaluation	Lower Evaluation
5	A	B
6	A	B
10	B	A
27	A	B
33	A	B
44	B	A
56	A	B
60	B	A
63	A	B
65	A	B
66	A	B
70	B	A

Higher score indicates student thinks college difficulty high. Higher evaluation of college work.

III. Social:

Question #	Higher Evaluation	Lower Evaluation
15	A	B
22	A	B
24	A	B
28	A	B
29	A	B
30	A	B
35	A	B
52	B	A
67	B	A
71	A	B
74	A	B
80	A	B

Higher score indicates that a student perceives college as a place of fun and enjoyable social activities.

Lower score--student does not perceive college as such a social, fun experience.

IV. SOCIOECONOMIC STATUS:

Question #	Higher	Lower
4	B	A
14	A	B
40	A	B
43	B	A
47	A	B
49	A	B
51	A	B
58	A	B
59	B	A
62	A	B
72	B	A
78	A	B

The higher score indicates that students view college as having greater influence on S.E.S.

Lower score--students perceive college as having little or no influence on S.E.S.

V. Intellectual and Cultural:

Question #	Higher	Lower
12	B	A
13	A	B
18	A	B
20	B	A
23	B	A
34	B	A
39	B	A
42	A	B
46	A	B
54	B	A
64	B	A
81	B	A

The higher score indicates the students' view that college is an intellectual and cultural stimulating experience.

Lower score indicates college is not terribly stimulating.

VI. Independence:

Question #	Higher	Lower
7	A	B
16	B	A
19	A	B
21	B	A
26	A	B
31	B	A
36	A	B
37	A	B
38	A	B
48	A	B
55	B	A
77	B	A

Higher score indicates students think of college as a freeing experience. They are to decide for self and achieve independence.

Lower score--students feel college is not a freeing experience but a prolongation of rules, continued dependency in loco parentis.

VIII. Vocational:

Question #	Higher	Lower
8	A	B
9	B	A
25	A	B
32	A	B
41	A	B
45	A	B
57	A	B
68	B	A
69	A	B
75	A	B
82	B	A
83	A	B

Higher score--student feels and attaches great importance to the vocational aspects of college training.

Lower score--student does not view a college education from a vocational orientation but rather from an educational, well-rounded growth experience.

Appendix F

STUDENT FOLLOWUP QUESTIONNAIRE

DIRECTIONS: Please be sure to answer every question below. Most of the questions can be answered by just marking an X in the space to the left of the answer you choose. Mark only one answer to each question except where instructed to mark more than one.

A. Today's Date _____
Month Day Year

B. Name _____
Last First Middle Initial

C. Date of Birth _____
Month Day Year

D. Check one: ____Male
____Female

E. Social Security Number ---*--*----

F. High School _____
Name City

1. Have you attended college since leaving high school?

____ Yes, as a full-time student.
____ Yes, as a part-time student.
____ Yes, I entered but have dropped out temporarily.
____ Yes, I entered but dropped out and do not plan to return.
____ No, but I plan to enter college within a year or two.
____ No, but I plan to enter college eventually; I have no idea when.
____ No, and I have no plans to do so.

2. Did you want to go to college?

NO

____No, I wanted to earn money.
____No, I wanted to get married.
____No, I wanted to go into military service at once.
____No, I was more interested in going to some other kind of school.
____No, for some other reason than above. Please specify:

_____

OR

YES

____ Yes, but I couldn't afford it.
____ Yes, but I couldn't because of a family emergency.
____ Yes, but I couldn't because I was married.
____ Yes, but I wasn't qualified because I hadn't taken college preparatory courses required for admission.
____ Yes, but I didn't apply because my grades weren't good enough.
____ Yes, I applied but wasn't accepted.
____ Yes, but I didn't go for some other reason. Please specify:

_____

3a. What kind of school have you attended since leaving high school? Please fill in name and location below.

____ None
____ A college offering bachelor's degree or higher
____ A junior or community college
____ A technical institute
____ A school of nursing (3-year program)
____ A school of practical nursing
____ A business school
____ A trade school
____ An armed forces enlisted school
____ Other (please specify) _____

3b. Name and location of school attended since leaving high school.

School _____

City _____ State _____

4a. Are you in a degree program?

____ Yes
____ No

4b. Which of the following degrees are you presently engaged in earning?

____ None
____ B.A. or B.S.
____ A.A. or A.S.
____ Other

5. In which of the following areas do you expect to specialize or "major" in college? Mark one even if you haven't made up your mind definitely. Please MARK ONLY ONE.

____ Mathematics	____ Agriculture and Forestry
____ Physical sciences	____ Psychology
____ Biological sciences	____ Philosophy
____ Social Studies	____ Religion
____ English and Literature	____ Education
____ Foreign Languages	____ Engineering
____ Fine Arts	____ Business and Commerce
____ Music	____ Home Economics

____ Some other (please specify) _____

6. Approximately how far is your college from your home town? _____ miles.

7a. Have you ever applied to college?

____ Yes
____ No

7b. Have you ever applied to a college in New York State?

____ Yes
____ No

8a. What type of college?

____ Four-year private college
____ Four-year public college
____ Two-year private college
____ Two-year public college
____ Three-year nursing school
____ Other type (please specify) _____

8b. What type of college in NEW YORK STATE?

____ Four-year public college
____ Four-year private college
____ Two-year public college
____ Two-year private college
____ Three-year nursing college
____ Other type (please specify) _____

9a. Were you accepted by any college?

____ Yes
____ No

9b. Were you accepted by a college in NEW YORK STATE?

____Yes
____No

9c. Are you presently ATTENDING a college in New York State?

____ Yes
____ No

10. If you are NOT presently a full-time student, please state your present employment (occupation). If you are unemployed, write "Unemployed."

_____

Appendix G

COLLEGE FOLLOWUP QUESTIONNAIRE

NAME OF STUDENT _____

HOME ADDRESS _____

INSTITUTION _____

1. Is the above named student ATTENDING your institution?

____ Yes
____ No

2. Was the student "ACCEPTED" but is not attending your institution?

____ Yes, was accepted, not attending
____ No, was never accepted
____ Not applicable

3. Is he/she in a degree program?

____ Yes
____ No
____ Not applicable

4. Which of the following degrees is he/she presently engaged in earning?

____ None
____ B.A. or B.S.
____ A.A. or A.S.
____ Other (please specify) _____
____ Not applicable

5. Which of the following areas is he/she enrolled in as a "major" field of study?

____ Mathematics
____ Physical sciences
____ Biological sciences
____ Social Studies
____ English and Literature
____ Foreign Languages
____ Fine Arts
____ Music
____ Psychology
____ Philosophy
____ Religion
____ Education
____ Engineering
____ Business and Commerce
____ Home Economics
____ Agriculture and Forestry
____ Some Other (please specify)_____
____ Not applicable

6. Is the subject on a scholarship?

____ Yes
____ No
____ Not applicable

MEASUREMENT DETAILS FOR EACH INSTRUMENT

Appendix H

STATE UNIVERSITY OF NEW YORK ADMISSION EXAMINATION

This test is sometimes referred to as the New York State Regents Scholarship Examination. The Regents Scholarship Examination or RSE is constructed by the State Education Department each year and is administered by each high school to its seniors on one day during the first week in October. Its scores serve not only as the State University Admission Examination for the State University of New York, but are the basis of Regents Scholarships and Scholar Incentive Program Awards. Alternate forms of the test are offered at State University centers throughout the State at regular intervals during the year to serve only as the State University Admission Examination. Therefore, for the October administration, the test is designated the Regents Scholarship Examination, while later administrations of alternate forms use the name, State University Admission Examination.

According to Spence (1962), the SUAE is made up of two subtests, scholastic aptitude and achievement, each having 150 items. The aptitude half has five parts, each having 30 items: same-opposites, reading comprehension, verbal analogies, figure analogies, and arithmetic reasoning. The achievement half also has five parts, but of unequal length: English, social studies, mathematics, science, and art and music. Each year's test is designed to provide a mean of 150 with a standard deviation of 40 plus.

Appendix I

THE HOLLINGSHEAD TWO FACTOR INDEX OF SOCIAL POSITION

The Hollingshead Two Factor Index of Social Position was developed to meet the need for an objective, easily applicable procedure to estimate the positions individuals occupy in the status of structure of our society.

Occupation and education are the two factors utilized to determine social position. To determine the social position of an individual or of a household, two items are essential:

1. the precise occupational role the head of the household performs in the economy;
2. the amount of formal schooling received.

The factors are then scaled according to a system presented by Hollingshead. These factors are then weighted and combined. The weight for each factor is:

Occupation ---------- 7

Education ---------- 4

The scaled value is multiplied by the factor weight. The score for Occupation and Education are added together to yield total score.

Social Class	Range of Computed Scores
I.	11-17
II.	18-27
III.	28-43
IV.	44-60
V.	61-77

Appendix J

DEFINITIONS OF THE VARIABLE MEASURED BY
THE EDWARDS PERSONAL PREFERENCE SCHEDULE

1. (ach) Achievement - To do one's best, to be successful, to accomplish tasks requiring skill and effort, to be a recognized authority, to accomplish something of great significance, to do a difficult job well, to solve difficult problems and puzzles, to be able to do things better than others, to write a great novel or play.

2. (def) Deference - To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to tell others that they have done a good job, to accept the leadership of others, to read about great men, to conform to custom and avoid the unconventional, to let others know and make decisions.

3. (ord) Order - To have written work neat and organized, to make plans before starting on a difficult task, to have things organized, to keep things neat and orderly, to make advance plans when taking trips, to organize details of work, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.

4. (exh) Exhibition - To say witty and clever things, to tell amusing jokes and stories, to talk about personal experiences and adventures, to have others notice and comment upon

one's appearance, to say things just to see what effect it will have on others, to talk about personal achievements, to be the center of attention, to use words that others do not know the meaning of, to ask questions others cannot answer.

5. (aut) Autonomy - To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to feel free to do what one wants, to do things that are unconventional, to avoid situations where one is expected to conform, to do things without regard to what others may think, to criticize those in position of authority, to avoid responsibilities and obligations.

6. (aff) Affiliation - To be loyal to friends, to participate in friendly groups, to do things for friends, to form new friendships, to make as many friends as possible, to make as and share things with friends rather than alone, to form strong attachments, to write letters to friends.

7. (int) Intraception - To analyze one's motives and feelings, to observe others, to understand how others feel about problems, to put one's self in another's place, to judge people by why they do things rather than by what they do, to analyze the motives of others, to predict how others will act.

8. (suc) Succorance - To have others provide help when in trouble, to seek encouragement from others, to have others be kindly, to have others be sympathetic and understanding about

personal problems, to receive a great deal of affection from others, to have others do favors cheerfully, to be helped by others when depressed, to have others feel sorry when one is sick, to have a fuss made over one when hurt.

9. (dom) Dominance - To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to be elected or appointed chairman of committees, to make group decisions, to settle arguments and disputes between others, to persuade and influence others to do what one wants, to supervise and direct the actions of others, to tell others how to do their jobs.

10. (aba) Abasement - To feel guilty when one does something wrong, to accept blame when things do not go right, to feel that personal pain and misery suffered does more good than harm, to feel the need for punishment for wrong doing, to feel better when giving in and avoiding a fight than having one's own way, to feel the need for confession of errors, to feel depressed by inability to handle situations, to feel timid in the presence of superiors, to feel inferior to others in most respects.

11. (nur) Nurturance - To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to forgive others, to do small favors for others, to be generous with others, to sympathize with others who are hurt or sick, to show a great deal of

affection toward others, to have others confide in one about personal problems.

12. (chg) Change - To do new and different things, to travel, to meet new people, to experience novelty and change in daily routine, to experiment and try new things, to eat in new and different places, to try new and different jobs, to move about the country and live in different places, to participate in new fads and fashions.

13. (end) Endurance - To keep at a job until it is finished, to complete any job undertaken, to work hard at a task, to keep a puzzle or problem until it is solved, to work at a single job before taking on others, to stay up late working in order to get a job done, to put in long hours of work without distraction, to stick at a problem even though it may seem as if no progress is being made, to avoid being interrupted while at work.

14. (het) Heterosexuality - To go out with members of the opposite sex, to engage in social activities with the opposite sex, to be in love with someone of the opposite sex, to kiss those of the opposite sex, to be regarded as physically attractive by those of the opposite sex, to participate in discussions about sex, to read books and plays involving sex, to listen to or to tell jokes involving sex, to become sexually excited.

15. (agg) Aggression - To attack contrary points of view, to tell others what one thinks about them, to criticize others publicly, to make fun of others, to tell others off when disagree-

ing with them, to get revenge for insults, to become angry, to blame others when things go wrong, to read newspaper accounts of violence.

Appendix K

DEFINITIONS OF THE VARIABLE MEASURED BY THE COLLEGE IMAGE SCALE

The College Image Scales in their final form consisted of 84 alternate choice items relating to seven different aspects of college. Each aspect consisted of 12 items. Definitions of the seven categories follow.

1. Vocational - these items dealt with (1) whether vocational considerations were an important part of a college curriculum; (2) the importance of college education as a preparation for a vocation. The aspect of college evaluated by these items was just how vocationally oriented the subjects were in their consideration of college.
2. Financial - these items assessed the relative cost of attending college as perceived by seniors in high school. Items offered comparisons with the cost of attending high school, the amount of money required to consider attending college, the necessity of part-time employment, and the financial abilities of those who go to college to pay their own way.
3. Intellectual - these items dealt with the extent to which college students in general attend lectures, discussed their subjects, appraised honor societies, and the extent to which college students valued academic achievement.
4. Independence - these items questioned the extent of student freedom related to personal affairs, degree of intellectual independence, anticipated responsibility, the need to conform to campus mores, the amount or lack of restric-

tions on a college campus.

5. Social - these items assessed the importance of dating, social organizations, frequency of activities, and the amount of time devoted to them.
6. Status - these items dealt with the role of college graduates as community leaders, and the importance of family position to those who attended college was included.
7. Difficulty - these items dealt with the level of difficulty of courses and programs on the college campus; it also included the amount of time that a student felt he should be engaged in such activities.